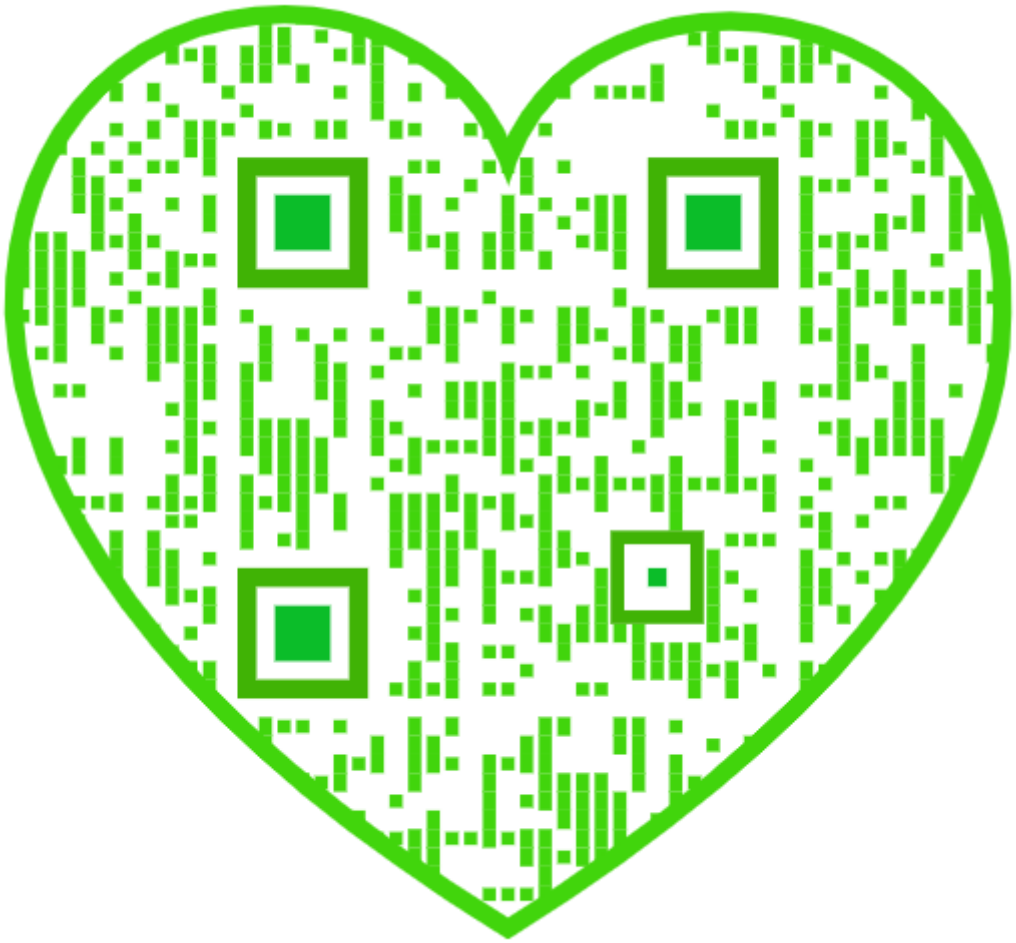

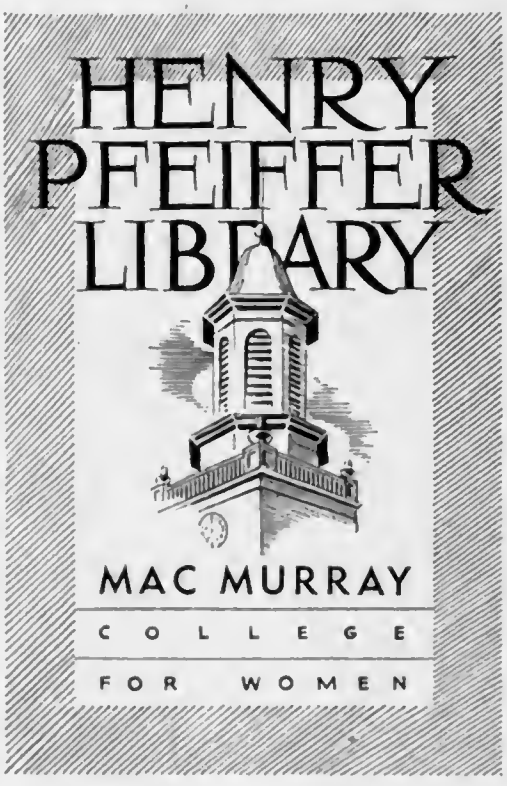

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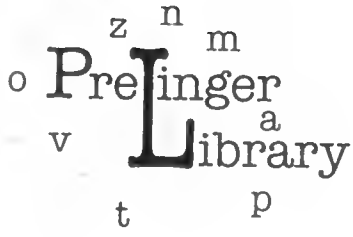

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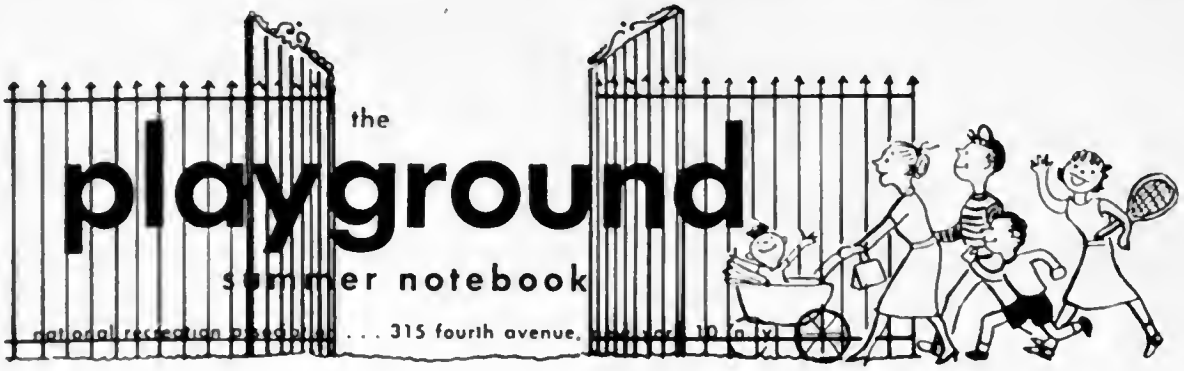

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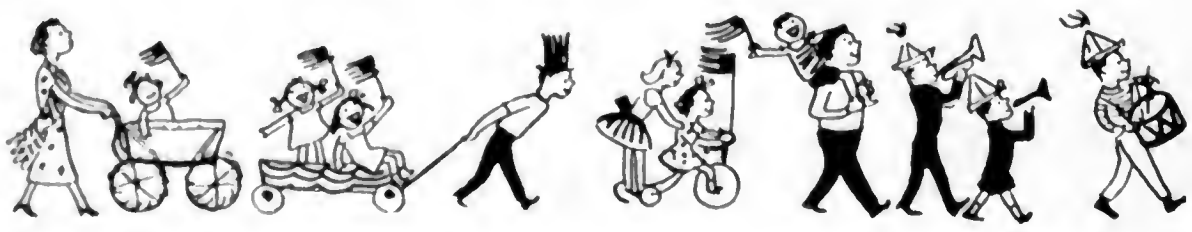

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Vol. XLVI Price 35 Cents No. 1

On the Cover

Two youngsters leaping through the spring sunshine —two boys expressing their joy of life—this is April, and children, anywhere. This happy spirit of fun symbolizes playground aims of recreation leaders.

Next Month

In May, RECREATION matches the season, with articles like *Boy and Girl Anglers, It's Garden Time* and *The Air Force Takes to the Farm.* Other subjects range from swimming pool and golf course operation through painting as a hobby to another good article on golden agers. Look for *The Value of Play in Children's Homes* by Helen Dauncey and the second article of the series on photography.

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Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

What Community Recreation Programs Can Do FOR SERVICE WOMEN

A Guest Editorial

by **Oveta Culp Hobby**

DURING WORLD WAR II, the whole idea of women in uniform was so new—and to some still so shocking—that the problem of recreation was only a part of a greater problem.

In the early stages, therefore, the effort to provide recreation for the women was sometimes misguided, sometimes well intentioned, occasionally ludicrous.

The WAC remembers with some amusement in its official history the post commander who was so startled to receive a shipment of WACS that he set up what looked to be emergency rules for them: they were to use the post exchange and the post movie on Tuesday and Thursdays, and—with careful segregation—the soldiers to use them on Wednesdays and Fridays.

As the army discovered that WACS were simply people—the same kinds of women they had known in civilian life—there was a swing to acceptance of women in uniform as a normal thing.

But this, in turn, resulted in another misconception: that women in uniform are just like men in uniform, and can, therefore, be given the same entertainment and recreation.

Looking back on papers of World War II, I find a notation: "One of the main distinctions between successful leadership of women and similar leadership of men is that women need to remain individuals to such an extent that group activity, outside of office hours, can very easily be overdone with them."

Now, with women a permanent part of the armed forces, the time has come to analyze their military situation, to see their needs, and to plan a balanced recreation program and facility for them.

Because women are new to the services, the average military post to which a WAC, WAF, Wave or Women Marines' Unit is assigned does not have as complete a recreational facility for women as for men.

Though the station may try to include women in its baseball, football, and other athletic programs, these attract only the younger women. Most stations share their swimming pools and bowling alleys—if they have them—with women, but as women are only a small minority, only a few hours a month can fairly be alloted to them.

Even for officers, the usual officers' athletic club, such as the one in the Pentagon, finds that men and women cannot use the facilities at the same time, and that the number of women who would attend is not consistent enough to justify giving them set hours there.

If the armed forces cannot make special provisions for the women, it may fall to the community to help make community facilities available to the service women—golf, tennis, horseback riding, swimming, hiking and other sports. Because enlisted women may lack the funds to take advantage of local clubs, or may lack transportation, the community help may be tremendously important.

The community has much to offer the service woman which the defense department either cannot or has not provided.

While the armed forces have made all their special study courses by correspondence and off-duty training available to women, the majority of these courses are more apt to appeal to men only—being on such subjects as electrical engineering, welding and other trades and occupations.

This lack could be met by the community, by arranging for service women to attend its classes in sewing, cooking, languages, as well as arts and social sciences. Though the armed forces encourages company parties, skits and "blackouts," again the material is tailored for the all-male cast.

The service woman would enjoy being included in community theatricals, and in dance, music and drama groups.

Despite the magnificent job done by the national service agencies during World War II, both here and overseas, not all of them are equipped to provide for service women to the same degree they provide for men. Another factor has been that here and there, a local representative of the agency has not been indoctrinated to the needs of the service woman.

Though the USO headquarters made vigorous efforts, some USO local units in World War II did not allow service women to attend the dances and other events planned for servicemen.

In Italy, England and Australia, some Red Cross field workers turned a deaf ear to headquarters' ruling that they should provide equally for service women. And not until the end of the war were the rest camps made available to women.

In the actual planning of military

MRS. HOBBY, *formerly director of the Women's Army Corps, is now executive vice-president of* The Houston Post.

installations, the question of recreation for service women deserves special study and especially adapted arrangements for them.

Where the average barracks for men needs only one day room, the women's units need two types, one for girls receiving dates, and the other for those who are not dating and need a place to lounge and write letters, in pajamas if they like.

The first should have a record player or juke box, and if possible a snack bar. The second should have comfortable furniture of a homelike quality.

One advisor to the air force noted that attractively furnished day rooms "go far toward offsetting the harmful effect of regimentation on women." Lt. Colonel Margaret Craighill, a doctor employed by the Surgeon General during the war as consultant on women's health and welfare, wrote that "All women personnel need a day room in which they can lounge informally together, as well as a recreation or reception room in which they can entertain men.

"If adequate facilities are not available, the incidence of pregnancy and venereal disease is likely to increase."

The British women's services felt the same need, saying "The gregarious are well cared for by wireless, games, concerts and dances, but more quiet rooms are needed for women who wish to relax."

This need of women for reasserting their individuality is felt in the matter of social entertainment as well as in facilities.

In WAC units all over the world, it was found that the women very soon tired of large parties or mass entertainment, and would not willingly go to such entertainment whether it was arranged on the post or off.

Instead, they preferred social gatherings in small groups and where individual choice played a part. A dinner in a private home, or individual invitations to social events or concerts or plays, meant more to them than unit affairs to which they were taken in mass groups.

No one can fail to realize the deep need for good recreation services for women in uniform. Because their work is sedentary, because they have little outdoor training on their schedule, and because they do not have the incentive of keeping fit for combat, they can easily overlook their own need for exercise.

In this strange period of waiting, none of the armed forces has quite the vivid incentive and stimulus which wartime gives to keep their morale high.

This means to me that service women today need community help—community friendship—more than they ever needed it before VJ Day.

Women of all kinds, many of them only eighteen, far away from home, detached from all the hometown patterns, set in a military installation which seems remote from everything they have known, need healthful, intelligent cordial recreational help from both the armed forces and from the individual communities as they have never needed them before.

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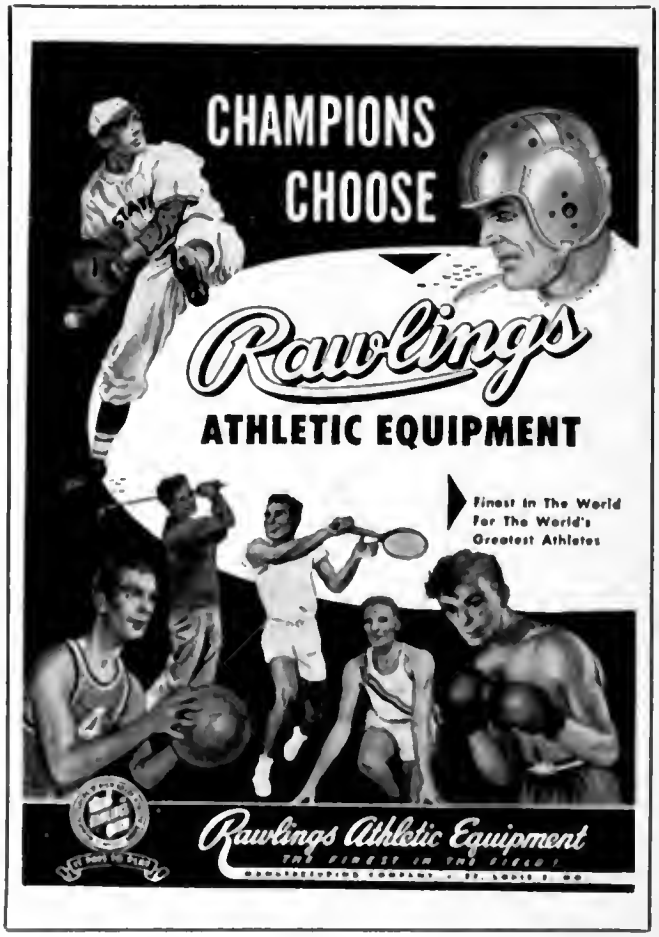

LETTERS

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Sirs:

You will be interested to know that a copy of RECREATION magazine is placed on the magazine stand in the lobby of the General Tire and Rubber Company each month.

Mr. Charles Burke, Chairman of the Akron Park and Recreation Board, is assistant to the president at General Tire and Rubber Company. Each month, after Mr. Burke has completed the reading of his copy, he gives it to the receptionist in the lobby, who places it on the magazine stand. This suggestion might prove of some value for other board members who have business connections.

A. E. GENTER, *Superintendent of Recreation, Akron, Ohio.*

Clowns

Sirs:

We saw an article, "Clowns Unlimited," in the January 1952 issue of RECREATION magazine. Enclosed is our check to cover cost and mailing. Please send a copy to our address.

"KUKU," *Chief Clown, Phoenix, Ariz.*

Playground Accidents

Sirs:

In reference to the article by Dr. Hollis Fait, "The Picture Isn't Complete," appearing in the February, 1952, issue of RECREATION, I was much interested in the suggestion made therein that studies of accidents be made by recreation people as a contribution to the field of recreation.

To those who might be interested, I wish to point out that such a study was published in the RECREATION magazine in the April issue of 1938, or thereabouts, entitled "A Study of Playground Accidents in Pittsburgh," of which I was the author. It was and still is, as far as I know, the only study of playground accidents made in the past twenty-five years.

MICHAEL E. WARGO, *Director of Recreation, Clairton, Pennsylvania.*

Mental Health

Sirs:

In the January issue of RECREATION there was a wonderful article by Dr. George E. Gardner, "Recreation's Part in Mental Health." I have been working on a study similar to his theories for the past seven years, "Introducing Recreation as a Therapeutic Instrument in Child Care Institutions," which is almost finished.

I am very happy to see that there are psychiatrists and other professionals who are recognizing the real powers of recreation in relation to the child's mental and social growth.

CHARLES BAKER, *Athletic Director, Pleasantville Cottage School, Pleasantville, New York.*

From Canada

Sirs:

We were greatly intrigued with the guest editorial by Kenneth W. Kindelsperger, "The Relationship of Recreation, Physical Education and Group Work." This editorial was very timely and will be of great assistance to the combined physical education, recreation and group work organizations in the Montreal area. . .

We are getting into our stride, somewhat slowly perhaps, in our organization for civil defense. We note in RECREATION magazine that the National Recreation Association will supply twenty-five copies of the booklet entitled "Emergency Recreation Services in Civil Defense." This, also, will be of great help to us.

WILLIAM BOWIE, *Executive Director, The Montreal Parks and Playgrounds Association, Incorporated.*

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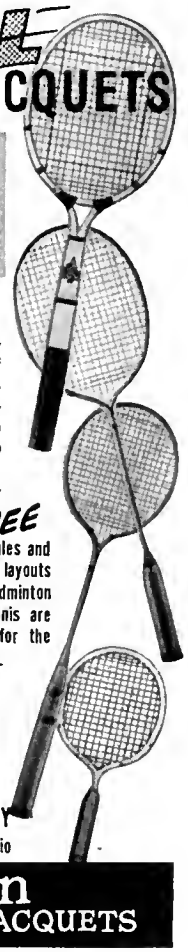

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Dear Recreation Reader:

For the convenience of you who, by sending us information, articles and photographs, help to make RECREATION a magazine which can be of value to recreation workers and to people everywhere, who are interested in recreation, we are publishing the deadline dates for all issues still to be published in 1952. Please consult this schedule carefully when considering the submission of material for publication.

Although issues are regularly made up three months *in advance of publication date*, the September, October and November issues must be made up during the spring and early summer in order to make possible a summer vacation schedule for our office staff.

1952 Deadline	*1952 Issue*
March 10	June
May 7	September
June 7	October
July 7	November
September 8	December

Please note that Halloween articles should be in our hands *this spring*, and that Christmas material should reach us not later than the eighth of September.

We are particularly interested in receiving, right now, articles and information on:

1. Sports, indoors or out -activities, leadership, instruction, organization, facilities, equipment—winter sports particularly.
2. Activities for church groups, club groups.
3. Art and painting in the recreation program.
4. Hobbies (how-to-do articles).
5. Student recreation in colleges.
6. Parties.
7. Crafts projects.
8. Recreation programs or activities utilizing or encouraging the reading of books.
9. Winter hiking or camping.

Write us the sort of thing that you, yourself, would find helpful in the magazine.

And, please don't forget our letters-to-the-editor page.

Dorothy Donaldson

Editor, RECREATION

Tough Job Well Done

The following editorial, quoted from *The Garden City Daily Telegram*, Garden City, Kansas, points up some of the qualities and ways of work which go into the making of the effective recreation director:

"Public servants suffer through indifference to their efforts, until they get off base in the opinion of one or a group of voters and taxpayers. Then they hear about it!

"That's why, today, *The Telegram* wants to point to the very good work being done by one new division of our city government—the city recreation department.

"City Recreation Director Herman Beringer has been doing a bangup job for the youth of the town ever since he arrived two years ago. He started from scratch without a program, a building, or without even the full assurance that the adults and the kids of the community really wanted a full-scale recreational program. He built solidly and he put in more hours than most workers would care to count.

"Arriving at a time when there was considerable community controversy about all the school and non-school demands being put upon the youngsters' after-school hours, he carefully worked out a program which didn't demand too much of any age group of youngsters, but gave them all an equal opportunity to make fair use of the center's facilities each week.

"He has had his problems and he has worked them out, quietly and effectively. He likes youngsters and will be the first to tell you that today's generations of kids are nothing for any adults to worry about, that they'll do okay. He keeps 'hep' to all the new ideas in his party and entertainment program. He sees that people know what is going on, especially the parents, and he likes to invite adults, so they will understand better the city's youth recreation program by seeing it in operation. He hasn't neglected the adults themselves, either.

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"Once you start reading CAMPFIRE ADVENTURE STORIES to them, your youngsters will probably clamor for more at every available opportunity," says Howard P. Galloway, editor and publisher of *Camping Magazine*. Mr. Macfarlan is the author of "Campfire and Council Ring Programs" and is a member of the Outdoor Writers Ass'n and Nat'l Audubon Society. $2.95

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Some of his adult education classes have been standout successes. His club for old-timers has given the oldsters a lot of enjoyable hours together, something they need so much. He likes the local kids, the parents, and the program he is working with.

"We think Garden City likes him, too. *The Telegram* wants to tell him so."

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Alfred Elliott
Recreation Director
Greenwood, Mississippi

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"This book goes farther than the average gamebook," says Virginia Musselman in *Recreation*. It includes sections on shows and exhibits and neighborhood contests." "Places a high priority on fun," says Wes H. Klusmann, B.S.A. Nat'l Camping Service Director. "Has wide variety and a host of activities." **$3.00**

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Things You Should Know . .

▶ THE 1952 NATIONAL CAMPING CONVENTION is being held at the Hotel Stevens, in Chicago, April 16 through 19th. There will be a large exhibit of camp newspapers at the meeting. Blue ribbons will be awarded to those which best reflect the convention theme—"Better Camping . . . for All."

▶ NATIONAL PARK AND RECREATION WEEK falls on the dates May 21 to June 5 this year. For promotion materials write to Weldon B. Wade, American Institute of Park Executives, 30 North LaSalle Street, Chicago 2.

▶ THE REVENUE ACT OF 1951, Public Law 183, recently signed by the President, removes the excise tax on admission fees to "swimming pools, bathing beaches, skating rinks, or other places providing facilities for physical exercise, operated by any state or political subdivision thereof" if the benefits therefrom inure exclusively to the benefit of the state or political subdivision. The admissons tax is also referred to in Public Law 124 by providing that, "No tax shall be imposed in the case of admission, free of charge, of a member of the armed forces of the United States when in uniform."

▶ THE COUNCIL ON SOCIAL WORK EDUCATION approved by-laws at a constitutional convention held on January 28, 1952. The purpose of the newly organized Council is to promote the development of sound programs of social work education in the United States, its territories and possessions, and Canada.

The American Association of Social Workers, One Park Avenue, New York City, has published a report on, "The Study of Salaries and Working Conditions in Social Work." In addition to information about the economic status of social workers, the study gives data on number of social workers and their geographic distribution; personal characteristics such as age, sex and marital status, fields of specialization, employment in federal, state, local and voluntary agencies, educational preparation, and length and type of employment. The report is available for one dollar a copy.

▶ THE DAY CAMP UNIT of the New York City board of health has a special advisory committee which is studying conditions in day camps and other summer programs for children. A series of seminars have been held for camp directors and operators, and have been concerned primarily with counseling and good standards.

For help to parents in selecting a day camp, the department of health published and released last spring a pamphlet entitled, *Pointers for Parents*. Free copies are available at the department's Division of Day Care, 125 Worth Street, New York 13.

▶ THE NATIONAL CHILDREN'S THEATRE CONFERENCE will be held in Madison, Wisconsin, in August 1952.

▶ HAPPY RETIREMENT TO BE THE AIM of a three year study, to be conducted by the New York Adult Education Council, which will begin in September 1952. One hundred men and women approaching retirement age will be the "guinea pigs" in this one hundred thousand dollar venture, for which funds are now being raised. The pilot project will try to determine how persons in their forties and fifties "can be helped to make good and realistic preparation" for the lengthening number of years that follow retirement.

In line with steps being taken by industries to help employees adjust to the retirement years, the Esso Company of New Jersey has recently issued a booklet, *Preparation for Retirement Years*, which explains their approach to the problem.

▶ THE POSITION OF SUPERINTENDENT OF RECREATION in Oakland, California, will be filled by Jay M. Ver Lee, who has been appointed to succeed Robert W. Crawford. Mr. Ver Lee formerly held the same position in Colorado Springs, Colorado.

Marvin Rife, coordinator of the recreation curriculum at the University of Wisconsin, this June will assume new duties as director of camping and research for the Herald Tribune Fresh Air Fund of New York.

▶ AS A NEW VENTURE, the National Recreation Association is sponsoring a training institute for playground supervisors in the Great Lakes District to be held in Toledo, April 7, 8, 9, 1952. The course will include sessions on: Planning Your Playground Training; Rating Yourself as a Supervisor; Leadership Training Techniques. Practice workshops in arts and crafts, drama, music and social recreation, and an evaluation of the total program will be included.

Teaching and Research Assistantships in Recreation

Part-time teaching and research assistantships in recreation will be available at the University of Illinois for the school year 1952-53. Applications close April 30, 1952.

Assistants teach six hours per week in service courses, or assist twelve hours per week in research. Appointees are eligible for a full academic schedule without tuition payment. The position carries a stipend of $600 for M. S. candidates.

Candidates should have a baccalaureate degree with major emphasis in recreation or a closely allied field, and a "B" average for the last two years of undergraduate study. Interested persons should request Form 10 M-11-16 from:

Charles K. Brightbill, Professor,
Supervisor of Recreation Training,
111 Huff Gym, University of Illinois,
Urbana, Illinois.

Written as a part of a "declaration of interdependence," this poem carries an Easter message . . .

Otto T. Mallery

We speak:
Sons of God:
Black and white, brown and yellow —
men of all nations;
The halt and the hale;
The filled and the empty; the
naked and the clothed;
The builders of buildings, the
dreamers of dreams —
All sons of God;
All brothers in our deep currents.

I said, Hold my hand:
we shall walk together;
We shall destroy fear, you and I;
We shall fill the empty ones and
ease those who suffer; we shall
strengthen the feeble; the tyrant
shall flinch from us; we shall
impart knowledge;
And feeding them, be fed; and healing
them, be healed. So shall we profit,
the one by the other;
For we are the sons of God;
We are brothers in the deep currents.

They told me, the child unborn is a sword to the heart of the mother; and man to woman a sword; our footsteps are bloody.
What is man but a sword—a sword and fodder for cannon?
We have felt the earth shake, we have seen the mushroom swell over the city.
Let us build no more houses.

Have I shown you my truth? It is a small thing. I shall add yours to it, mine small and yours small; but together they compass the heavens.
Spare, then, my truth; lest yours, too, be wounded;
And my tent, lest yours, too, should crumble.
Your way is your way; mine is mine;
to each his own forebears and offspring:
the black, the white, the brown, the yellow;
men of all nations;
Yet all sons of God;
All brothers in the deep currents.

Shall we carve our meat with a dagger,
then, and make our porridge with gunpowder?
Or go hungry, saving our substance to kill with?
I knew not my brother in the battlesmoke,
nor his voice in the song of the rocket.
Now the tanks have clanked
on over the hill; my brother lies
bleeding; I know him.
Can men with clenched fists clasp
hands?

I have looked on your face, my brother;
I know your compassion. Behold my
heart; understand me; pity my failing.
You and I moving forward united; so it
shall be. I swear it.
Who whispers evil of you, I will not
hear him.
Who strikes at his neighbor through
greed, wheresoever, you and I will not
add to that striking.
We will not march in the army of the
aggressor.
Swear with me, for we are brothers in
our deep currents.

"The earth yields its fullness to all men; all are brothers."

Surely, where one rests,
his brother may rest also; and where
one eats, his brother
may break bread; there shall be
no discrimination between us.
Nor will I impede your passage across
my country. What I have is here;
go home and tell them:
"Ore in the mines, so much;
and factories and farms; yes,
and in that country such and such
thoughts."
Send me your bales. I will buy them,
and send in turn;
we will exchange freely according
to our needs.

Seek forthrightly
your particular good; I will help you.
The laborers shall gather together
for their good, and the farmers,
and those who buy; and the children
shall gather in the schools; with none
favored; all for their particular good;
All brothers—our children, too, brothers;
For it was said, "No man lives to himself,
and no man dies to himself; but living
or dying, we are the Lord's
and each other's.

Therefore we speak:
Sons of God:
Brothers in our deep currents.
We say to our leaders, Lead us in the
way of love
and reconciliation,
and we shall follow;
We shall toil up the steep slopes,
If need be, all our lives long; and
barefoot if need be;
Till we greet the day of justice and
love, the day
of freedom from fearing.
This is our pledge and our contract—
The black
and the white,
the brown
and the yellow,
men of all nations.
This is our pledge to our Father.

Mr. Mallery, *who retired from presidency of the Philadelphia recreation association in 1943, is Chairman of the Board of NRA.*

It's Time to Spruce Up the Program!

A Look at Our Playgrounds

Every summer more and more communities are developing comprehensive, creative playground programs. Many recreation departments set up special projects to be featured each week, or summer-long projects to culminate in a concert, tournament or exhibit. Examples of playground activities in this article have been chosen from monthly and annual reports, in the hope of passing on usable ideas, all of which have been successful in action.

SCHOOL IS OVER. The spark of enthusiasm, should be ignited by interesting, joyous activities. Above: Los Angeles youngsters.

IN *Lancaster, South Carolina* a surplus World War II combat plane is standard equipment at one of the playgrounds. The youngsters are encouraged to swarm over the plane and to "get the feel" of aviation. Here imaginations are called into play, and flights take off for far corners of the world. The gift of War I ace, Colonel Elliott Springs, the plane wears out and must be replaced every six months—though in regular flying service such planes last ten years or longer.

* * * * *

Worcester, Massachusetts, under the direction of John J. Nugent, the supervisor of recreation, provides a loose-leaf notebook of mimeographed instructions for summer play leaders. General theories of play are briefly stated: the playground program is outlined; and specific instructions are given for special events.

* * * * *

Sometimes little extra treats are offered as a surprise to both leaders and youngsters. Last year in *Martinsville, Virginia* a dairy sent a calf to the playgrounds. The child who came nearest to guessing its weight won a quart of ice cream.

In *Flint, Michigan* the fire department invited groups of youngsters to visit the fire stations. Firemen slid down poles, rang bells, blew sirens and showed television.

* * * * *

In *International Falls, Minnesota,* the country club makes its golf club facilities available, for instruction and playing, to boys and girls under fourteen years of age. The recreation department purchased twenty-four sets of clubs several years ago and these are loaned to youngsters who want to learn the game.

* * * * *

The annual storytelling festival held on twenty-two playgrounds in *Salt Lake City* is open to the public. The leaders are in costume and tell stories of about ten minutes in

length. Eager and fascinated children move from one storyteller to the next at a signal from a coordinator dressed as Old Father Time.

* * * * *

In *Elmira, New York* the playground storytelling is developed somewhat differently. Supervisors tell stories at all seventeen playgrounds. Then the children have an opportunity to retell their favorites at storytelling contests.

Spray pools versus swimming pools present great problem in warm weather. (April and May, 1951 issues of Recreation.)

It sometimes includes character dramatizations and pantomimes. However, storytelling is interesting enough in itself, and does not need the added impetus of competition.

* * * * *

Youngsters love to undertake dramatic productions on their own. Miss Ilene N. Langsam of *Ventnor, New Jersey*, now eleven years old, wrote us this letter several months ago.

"Last year my friends and I produced the play, 'The Captain's Hat.' We collected eight dollars through the sale of tickets, lemonade and popcorn. We gave this money to the Betty Bachrach Home for Crippled Children in Longport, New Jersey. . ."

Playground leaders often are the adult guidance behind projects of this sort and encourage the strides toward independent leadership made by the children.

* * * * *

There is a Water Babies Club in *Sylacauga, Alabama*. Water games are supervised for pre-school children, in a wading pool. There is an adult night (adults only) when tables are arranged around the pool for bridge, canasta and other table games, and a record player adds atmosphere.

* * * * *

Massena, New York boasts a dart baseball league, for groups sixteen to seventy-five years of age. There are seven to nine on a team. Contests are held once a week and have proven very popular. The dartboard is six by eight feet and the darts are seven inches long. Throwing line is twenty-five feet for men, twenty feet for women.

* * * * *

In *Mobile, Alabama*, to follow through on one feature of their well-planned, vigorous program, the children selected a "playground reporter" for the children's page of the Mobile Press Register, and made trips through the newspaper office and radio station WABB. They wrote monthly reports and made drawings of activities.

* * * * *

Omaha, Nebraska has a Woodland Pixies Club which uses seeds, cones, twigs, and so forth, to make miniature animals, birds, pixies and models of storybook characters.

* * * * *

In *Tenafly, New Jersey*, a residential community, a popular item on the playgrounds has been the making of numbers for the front lawns of houses. Orange crates and other wooden boxes can be used to make the placards, the numbers burned or painted on the wood. A stake nailed to the back can be driven into the ground.

* * * * *

From *Honolulu* comes news of the combining of adult dancing and playground recreation. A volunteer dancing teacher offered to give ten lessons to couples winning in a series of ballroom dance contests, to be held at playgrounds and community centers. The recipients of this special training in turn were to become teachers of the teen-agers.

Mobile Playgrounds

In *Billings, Montana* a "new show wagon has been a real asset and is used for fun frolics, talent show, and square dancing in some neighborhood every night of the week. On nights of adult square dancing the children also attend and have games and play. Sometimes the show wagon is used on school and park grounds, other times on roped off streets. About twenty different locations in the city are visited on schedule. Talent shows are balanced because all specialists from various skills are consulted and help contribute."

* * * * *

In Lafourche Parish in *Thibodaux, Louisiana*, equipment—for horseshoes, croquet, volleyball, table tennis, archery, softball, children's games and stories, square dancing, badminton, box hockey, track, games and contests, checkers, darts, and special events such as doll shows, pet shows and bicycle days—is moved to various locations, visiting each section of the community six times during the summer. One feature is Adult Day when each child must be accompanied by an adult and prizes are given for the youngest parents, the tallest, and so forth. It was found that attendance increased on days of special events.

The superintendent of recreation, Al Le Blanc, Jr., writes that this is a stop-gap program and is unable to provide many of the services of a standard playground. One of its major purposes is to arouse public interest in support of a regular program, with one or two rolling playgrounds retained to serve rural areas.

Community Nights

From *Meridan, Mississippi* comes a report describing a successful all-family program.

"In an effort to give parents more opportunities to play with their children, 'Community Night' was established this year on our playgrounds.

"Each playground director formed a parent council in an effort to bring about better understanding and cooperation of the parents with the playground program.

"Every two weeks each playground celebrates community night. Mother, dad, and all the children gather to participate in the planned activities, such as picnics, cookouts, community sings, square dances, band concerts, talent shows, bingo parties, lawn parties, treasure hunts, box-suppers, tack parties and watermelon cuttings."

Basketball School

The *Los Angeles, California* report announcing the last week of their annual basketball school demonstrates the type of program which will draw eager participation.

"The casaba school's classes, open to all boys thirteen years of age, are being held at thirty Los Angeles municipal playgrounds. Its teaching staff is made up of recreation directors well versed in the intricacies of the court game, and top-flight collegiate players and coaches are acting as guest instructors.

"At several of the classes, a sixteen-millimeter sound film will depict professional basketball as played by the Minneapolis Lakers, Baltimore Bullets, Chicago Staggs, Boston Celtics, New York Knickerbockers, and other high-scoring fives.

"Pro stars George Mikan, Jim Pollard, Joe Foulks, and a host of others will be seen in individual and team action shots. Scenes of actual pro games will enable members of the school classes to see at close range the play-for-play hoopsters' scoring plays and defense maneuvers."

The Point System

In *Watertown, New York*, a point system is used to create a competitive spirit among the playgrounds of the city. Points are awarded to boys and girls for:

1. *Learning a New Game:* Must be able to explain rules for playing to the instructor—25 points. A game is considered to be new when first taught.

2. *Each Article Made in Handcrafts:* For each project completed and accepted by supervisor of handcraft—50 points.

3. *Bringing New Children:* Introducing two new children to the playground—25 points.

4. *Specialty Events:* The first three places in each specialty event, and for participating—25 points for first place; 15 for second; 10 for third; 10 for participating.

5. *Tournaments and Interplayground Leagues:* Participating—10 points for every competitor; 3 for each game; 20 to anyone in the playoffs.

6. *Part in Music and Dramatics:* Taking part in any musical club or dramatics of any type—50 points.

7. *Improve Grounds Weekly:* Picking up papers, stones, filling in holes, repairing baseball diamond, sandbox, horseshoe courts, and so forth, under supervision—25 points each week.

8. *Five Good Turns on Playground:* Five good turns during the week, such as assisting smaller children, watching swings, slides, and so forth to prevent accidents—25 points.

9. *Good Behavior and Sportsmanship All Week:* Being in harmony with all work done on the playgrounds during the week—50 points each week.

10. *Volunteer Leader:* Helping with games, checking on equipment, encouraging the proper placement of bicycles—points judged by leader.

Weekly awards to individuals are made on each playground, and an end-of-summer banner is awarded to that playground earning the most points. Events used in determining the winner include: interplayground doll show, Safety Day, Indian Day, playground circus, Joseph E. Lee Day, interplayground boxing show, interplayground checker tournament, interplayground volleyball tourney, interplayground softball, interplayground tennis, interplayground horseshoe tourney, interplayground Mardi Gras, interplayground hobby and craft exhibit, and Gypsy round-up.

A group of adults, measuring ringers in game of horseshoes, attests to popularity of playgrounds for those of all ages.

The banner is presented to the playground receiving the highest number of awards for the summer season. In addition to special events, each week, the most interesting bulletin board, the appearance of the playground, and the originality of the programs that week are judged on each playground.

Tots on the Playground

Pre-kindergarten playgrounds, in fenced-in areas—with grass and playthings—take care of the youngest children in *Manitowoc, Wisconsin*. As many as thirty or more little ones attend each daily. Through the gentle guidance of

trained attendants from the state teachers colleges, these tots learn the important and basic lesson of how to get along with others and share their toys and activities, which will help them in school and throughout their lives. Some of the children show early preference for art, or clay work, and all of them like to play on the swings.

Al J. Schara, Manitowoc's recreation director, works with a quiet enthusiasm which stems from a natural love for people and for children in particular. He realizes the deep importance of recreation, *conducted in a constructive manner*, in the shaping of worthy citizens. Says he, "It is more important to have ten children playing together with one ball, than to have one child playing with five balls by himself."

The recreation department in Manitowoc conducts eight playgrounds for youngsters from ages six to eighteen, which are open from 9 A.M. to 11:45; 1 P.M. to 4:45 and 6 P.M. to eight. The program is conducted by men and women trained in recreation for children. Mr. Schara believes that the playground should be the most interesting place in the community and that children should come because they are attracted there. Says he, "The leader must be like one of the youngsters and get into the game, like them as well as they like him."

Craft Exhibit

In *Greensboro, North Carolina,* part of a very full summer program is an intensive handcraft schedule. Last summer an average of four hundred sixteen children received instruction each week in one of the following projects: carving wood and colored plaster paris; modeling sawdust, clay, excelsior and papier mache; making shell earrings and pins; finger painting on glass, paper and wood; weaving leather and plastic pocketbooks and belts; weaving potholders and rugs with looper clips; textile painting including stenciling, potato prints and spatter prints; carving and hammering metal trays and pins; and constructing marionettes from wooden blocks.

Congratulatory remarks were plentiful when the annual arts and crafts exhibition was placed on the theatre mezzanine. A five by thirty-six foot table was covered with samples of the work done by the children.

In addition, those on each playground competed in the annual sandcraft contest by building a sandbox display. Some of the structures featured were an Independence Day scene, the ideal community playlot, a drive-in theatre, Alcatraz, and a Louis-Charles boxing bout in Madison Square Garden—all constructed with sand, materials native to the playground, and objects made in craft classes. The children's display of originality and the degree of perfection in many of the models were astonishing. The winning playground was honored at an ice cream party.

More Good Ideas

When leaders exchange ideas at recreation congress or district conference meetings, playground programs soon feel the lift of new activities. One good idea is a balloon ascension contest. Postcards are attached to the balloons, before their release, address of a playground on them, and a child's name. The first card received back is the winner. And a prize can be given for the card mailed back from the farthest distance.

Older boys especially will be interested in interplayground radio programs with ham radio operators in automobiles or on the playgrounds handling them. There may

A pet parade is one of the most popular of "special events." Both boy and dog seem to be having fun in Decatur, Illinois.

be broadcasts from east side to west side playgrounds.

There are sportsmen's shows and fishing derbies. In one city they didn't catch any fish, and were up against what to do with the prizes. In a case like that, it is necessary to do some quick thinking in determining ways to dispose of the prizes—perhaps to the boy with the most freckles, or the girl dressed most like a fishing lady. In one city, the fishing contest was constantly interrupted by squeals from the girls who wanted the boys to bait their hooks or remove a fish that they had caught.

Fun for Everyone

From doll shows and pet shows to athletic tournaments, from individual crafts to community sings the playgrounds serve all ages. Their summer programs, though designed primarily for children, have a definite place for adults, too. Last summer in *Alice, Texas* twenty-nine teams, both men's and women's, played a series of softball tournaments, including exhibition games with out-of-town teams. League teams paid an entry fee, and fifteen and twenty-five cents admission was charged spectators. Those of school age and a guest for each player were admitted free. Income was used for improvements, repairs, supplies, umpires, scorers, gatekeepers, and other expenses.

If Bing Crosby or a Venetian gondolier were playground leaders, there would be music on their playgrounds because they would sing and their singing would be contagious. The children would join in, and it would be as natural as breathing, which is the way

Weave in Some Singing

Arthur Todd

singing on the playground should be. There would be interesting musical events and programs because everybody's mind would be attuned to music and to thinking up ways of having fun with it.

Unfortunately, der Bingles, gondoliers and their ilk are the exception among playground leaders, which is not to say that there are not many excellent and well trained leaders. There just don't happen to be many who have an irresistible urge to sing or who seem to be able to touch off the musical spark in children, most of whom need very little encouragement to burst into song.

Informal singing can and should be an integral and very natural part of the day by day playground program, so let us proceed to look into some of the ways of bringing this situation into being.

The first step is to win the minds and hearts of leaders to the idea. Intellectual acceptance is not enough. They must be shown. They must believe it because they feel it. Therefore, the best basic training for leaders in music is the pleasant experience of participating in singing. It is a matter of becoming accustomed to it in much the same informal manner that is to be followed on the playground. This means singing at staff meetings, during pre-playground training sessions, at staff picnics and social affairs, singing at open and closed meetings, during breaks and to fill gaps. This is quite a different thing from a special music period, although that will be necessary too. It means having, perhaps, a few "special" songs to be used on certain occasions: a song of recognition, of welcome—the sort of thing that is frequently done in camps.

A large part of staff training should consist of the learning of many songs. There should be a sharing of favorite songs. There should be someone to introduce good songs which may not be well known. There is a need for having printed song sheets. This calls for a committee and a leader. The leader may be someone from the staff who is competent, or it may be someone from the outside. The committee is made up of playground leaders. Together they make plans for the singing at staff meetings and for the playground program, working closely as a team.

If it is possible to have a music supervisor or specialist, that is fine. Even if this person is engaged for only part of the time, it is worthwhile. The specialist should work out the detailed plans, with the help of the music committee, and endeavor to have them carried out by the staff. It is well to remember that the success of any music program which is comprehensive and significant depends upon the individual leaders. Therefore, the work of the specialist that will count for the most will be that which is done with the leaders. If there is no specialist, quite obviously the whole responsibility falls upon the leaders.

We have been concentrating upon the leaders and nothing has been said about what to do on the playground. The fact of the matter is, if the leaders do enough singing and talking about ways of using music in their programs, the job will be done. There are a few suggestions that might be made.

Song sheets should be a part of the playground equipment. Like everyone else, children do not remember the words of familiar songs and they need to have the words of new songs. The song sheets can be used by groups when a time is set aside for singing, and they should be available whenever a few children want to use them. Different sets of song sheets should be prepared and issued from time to time throughout the season.

Regular periods for singing should be scheduled, with either a weekly "sing" or some group singing at scheduled special events. The goal of getting ready for a weekly event is an excellent incentive to learning new songs.

The choice of appropriate songs will

MR. TODD, *a musician himself, writes from many years of experience as the NRA Midwest District Representative.*

greatly enhance playground themes. The use of weekly or seasonal themes is unquestionably one of the finest means of motivating and sustaining interest. It is impossible to think of a good playground theme that does not suggest a rich vein of songs. Musical activity, like no other, can weave together and tie up the threads of the theme.

There should be regular times for singing, such as at flag raising and lowering ceremonies, the opening of special events and to welcome guests. There should be special songs learned for use on these occasions. Also, singing can improve the story hour. The possibilities here are almost too obvious to mention.

The making of a song scrapbook can be a rewarding project. It may be a Scrapbook of Favorite Songs. Each participant takes a page, writes or pastes in his favorite song and decorates it appropriately. When the book is completed, each child tells why he likes his song and either sings it or leads the group in singing it. This may be done as a contest, if so desired, with the group divided and each section making a scrapbook. Many different themes can be used: occupations, ships and sailormen, people of other lands, nonsense and others.

There are excellent musical activities that require organization and trained leadership: choruses, instrumental groups such as rhythm bands, harmonica and ukulele groups, even "real" bands. These activities require equipment and rehearsal facilities not available on many playgrounds, but all are desirable and of proven value. There is ample instructional material available which leaders can find in libraries and obtain from other sources.

It is suggested that every playground leader who has the skill and interest develop special music groups, and that the necessary equipment be supplied, insofar as this is possible. Paid or volunteer leaders trained for this kind of work should be used to the fullest extent. There is no thought of disparaging the importance of organized music groups. But after years of observing playgrounds in many different cities, the realization that even a little, simple, informal music woven into the life of the playground is something quite rare and in need of encouragement leads me to emphasize this aspect of playground music.

There is one final suggestion for those who would like to do something about playground music but feel incapable of going ahead. Call upon the local school music supervisor or a music teacher whose vocation indicates interest in music for the sake of people. Modern music education stresses music for everybody, and once the teacher or supervisor understands the conditions prevailing on playgrounds, knows the purposes of the music program and is told something about the leadership, the chances are good that he will have some extremely practical suggestions and will want to help. It is a mistake to pass up this resource.

Give music a place in the program this summer. Blend it in easily. Cultivate it carefully. The children need it, and they love it. You can't lose.

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Blacktop for Apparatus Areas?

THE ELEMENTARY school principals in Portland, Oregon, were asked their opinion regarding playground apparatus, "hardsurfaced" areas and apparatus accidents on school playgrounds in a survey conducted in 1951. Replies to a questionnaire sent out by the supervisor of elementary education indicated that most of the principals favor hardsurfacing on at least a substantial area of their playgrounds and the installation of playground equipment on them. A summary of the information submitted by the principals follows:

1. With the exception of three schools, all are equipped with hardsurfaced areas.

2. The hardsurfaced areas vary considerably. Most schools are equipped with from ten thousand square feet to two hundred eighty thousand square feet.

3. Seventeen principals recommended that the entire playground be hardsurfaced; forty-seven, that a substantial area be hardsurfaced; one, that no hardsurface be installed on playgrounds; one made no recommendation.

4. Two hundred twenty-six pieces of playground equipment were reported by all principals; one hundred fifty-one pieces, or sixty-seven per cent, are installed on blacktop surface; seventy-five pieces, or thirty-three per cent, are installed on playground areas not hardsurfaced.

5. Sixty principals stated that they would advise installation of playground equipment on school playgrounds; three, that they would advise against installation of playground equipment on playgrounds; three made no statement.

6. Forty principals stated that they would recommend hardsurfacing under playground equipment installed; twenty-one, that they would recommend against hardsurfacing the area under playground equipment; five made no statement.

7. Nine hundred ninety-four accidents from all causes were reported to the business office between September, 1950 and May 17, 1951. Ninety-eight, or nine and nine-tenths per cent of these, occurred on playground equipment. Sixty-five, or sixty-six per cent of the accidents on playground equipment, occurred at schools where equipment was not installed on blacktop. Thirty-three, or thirty-three percent of the accidents on playground equipment, occurred at schools where equipment was installed on blacktop. Two hundred seventy-five accidents attributed to playground equipment, were reported in the questionnaire by all principals. (An explanation for the discrepancy between accidents reported to the business office and on the questionnaire could be that less serious accidents were not reported to the business office, but were listed on the questionnaire.) One hundred seventy-two, or sixty-three per cent of the two hundred seventy-five accidents reported on the questionnaire, occurred at schools where playground equipment was not installed on blacktop. One hundred three, or thirty-seven per cent of the two hundred seventy-five accidents reported, occurred on equipment installed on blacktop.

8. Sixty-seven per cent of playground equipment is installed on blacktop, yet reports indicate only thirty-seven per cent of all accidents can be attributed to playground equipment.

9. Accidents related to specific apparatus:

Type of Apparatus	Number of Accidents	Total Apparatus Installed	Number Installed on blacktop
Jungle gym	24	56	22
Slide	20	39	16
Horizontal ladder	8	44	17
Triple horizontal bars	22	23	4
Swings	13	15	3
Merry-go-round	6	12	1
Traveling rings	3	3	0
See-saw	2	18	6
Others	0	16	6

10. Accidents on playground equipment reported by principals to business office: 1947-48, fifty-nine; 1948-49, forty-nine; 1949-50, seventy-four; 1950-51, ninety-eight.

Analysis of the principals' replies further revealed that in relation to the number of units installed, traveling rings and horizontal bars are most dangerous. More accidents occur on jungle gyms and slides, but a much larger number of these units are in use.

A further consideration would be the number of accidents that occur in relation to the number of youngsters who use the various pieces of equipment. We have no statistical information on this, but from observation, the jungle gym, merry-go-round and slides would appear to get more use than other equipment.

Installation	Number Installed	Accidents Reported	Accidents per Installation
Traveling rings	3	3	1.00
Triple horizontal bars	23	22	.95
Swings	15	13	.87
Slides	39	20	.51
Merry-go-round	12	6	.50
Jungle gym	56	24	.43
Horizontal ladder	44	8	.18
See-saw	18	2	.11

A story of the honor system as applied to the checking out of playground supplies.

Please, Mister,

SUMMER IS HERE! A great tidal wave of impatient young humanity heads straight for the nearest playground, swimming pool, sports field, beach or park. "This is *summer vacation,*—and boy, will we have fun!"

At the headquarters of a San Pedro playground, where Mr. Keen is the recreation director, there's a noisy crowd surging around outside the open window of the office. What is this?

Three boys are shouting for a bat and softball; that pretty blond girl wants a table-tennis ball; this calm old gent would like to borrow a checker board. A red-headed boy wants to return a soccer ball and check out a football; that fine-looking woman is waiting impatiently to ask about the Friday night square dances; and then the telephone rings!

Mr. Keen is busily engaged in organizing a boys' club. In fact, potential members are now gathered in the nearby clubroom right where he left them twenty minutes ago, restlessly wondering what they can do for fun until Mr. Keen returns.

Of course this is the woman director's day off; but what in the world can have happened to the young man recreation assistant, a part-time worker? He was supposed to have been on duty nearly an hour ago.

Our harassed Mr. Keen decides that some *volunteer help* is needed at once! He glances over the milling crowd and spots fourteen-year-old Jimmy Jones reaching in through the open window to get the inflater.

"Jimmy, please come in and give me a hand?"

"Sure, Mr. Keen", replies Jimmy.

"Thanks, Jim", Mr. Keen is smiling now, "please check out balls and play supplies. Have the people sign for everything they borrow, and be sure that they bring back everything when they are finished."

With that, young Jimmy suddenly becomes a very busy boy. He is a volunteer worker now, and a good one. Before long things simmer down. As Mr. Keen leaves the office, he can be heard muttering something about how a recreation director really should have "eight arms like an octopus!" Summer vacation is really here!

* * *

Let's briefly analyze some of the more important considerations concerning that responsibility so agreeably assumed by our mythical Jimmy Jones, namely that of *the issuing of play supplies.*

The exact manner in which this is accomplished, or in fact whether it is done at all, is, of course, a matter of local policy as determined by the department concerned. However, most public recreation departments are convinced that such desired play supplies should be made available to encourage maximum participation. Such a policy means more fun for all, because every visiting citizen thereby is assured an opportunity to participate, regardless of his or her own economic status.

Certainly our patrons want this service; they *expect* to be able to borrow the equipment or play supplies which will help them to enjoy the use of the facilities at the playground. These are the taxpayers and their children, the citizens who pay the bills, and it is our job to do our best to "keep 'em happy."

Therefore, if the availability of some play supplies is justified and highly desirable and is a vitally necessary part of our service wherever there are *any* patrons on public playgrounds, what then are some of the factors to be considered, from the practical standpoint? How can we handle this routine problem with a minimum staff, so that the solution will be a happy one for all concerned?

Let's take a look at the following "field notes," which reflect my personal ideas only, and, therefore, are not necessarily the official opinions or policies of any municipal department.

What to Check Out?

The stock of play supplies which are readied for check-out purposes should represent a wide variety in *kinds* of items, for many different types of games or activities. However, the wise recreation director will avoid trying

ERNEST LEHKE *is director of the harbor district of the Department of Recreation and Parks in Los Angeles, Calif.*

BE PREPARED. An avalanche may deseend upon you, as the children head for their nearest playground.

May I Have a Ball?

Ernest B. Ehrke

to compete with Santa Claus and will limit the "visible" quantity of any one kind of item. Thus, while there are occasions when it seems as though "everybody wants a ball," it is a fact that the patrons will be encouraged to play together and to socialize more, learning how to get along with one another, if fewer balls are issued. Also, fewer checked out items means fewer losses. For example, the temptation to take a ball home is much less for the patron who is required to play with a group than it is for the solo ballplayer.

All "check-out" supplies should be clearly and expertly branded or marked, in such a manner that any employee of the department, and any patron as well, can immediately identify the items as being departmental property, at a distance of ten feet or more. Incidentally, the manufacturers of rubber balls are able and glad to bake the department label into the rubber surface in permanent fashion, as an integral part of the manufacturing process.

How to Arrange Checking Out?

The chances are that the department budget will not permit the hiring of special part-time employees just to check out play supplies, although any recreation employee, full-time or part-time, will assume this responsibility when not too busy elsewhere. However, the regular full-time directors should not be interrupted for such routine at times when they are directing activities or occupied with program leadership.

Assign volunteers? Maybe! But the recreation director is not always able to find such a dependable "eager beaver" as our gracious Jimmy Jones. True, many directors do discover excellent volunteer personnel among the membership of the clubs, classes and groups which meet regularly on the grounds, and which the director himself has organized. Some directors organize service groups, similar to the Safety Patrol, whereby such volunteer duties are assumed on a rotation basis among the members. (Let's prevent "volunteer fatigue.") Also, every playground director knows a few faithful individuals who enjoy being asked to help.

It is interesting to note the tremendous success of the honor system, when properly encouraged, in the checking out of play supplies on neighborhood playgrounds. In this case the director will indoctrinate the "regular" patrons with the idea that all this property, including land, community building, apparatus and facilities, *plus expendable equipment and play supplies*, really belongs to them, and that the department is working *for them*. Thus a neighborhood attitude of loyalty and responsibility may be cultivated, and patrons will see to it that "their" equipment is returned after use. Woe betide anyone of their group who tries to get away with any item, for the pressure of this localized group opinion will react upon the delinquent companion until the missing item is returned.

Now, let's see how the honor system may be applied to the subject of our discussion. A series of sixty day tests were made on several playgrounds, to see what would happen if the play supplies were left out-of-doors all day unattended. They were placed in a large open cabinet, so that people could help themselves freely, borrowing and returning equipment as they pleased, without clerical attention and without even signing for it.

Each morning an employee would move the portable cabinet, loaded with play supplies, to its destination on the grounds—about fifty feet away from the building but in plain view of the

office. And each evening it was returned to the building, where the cabinet and its cargo were locked up for the night.

(NOTE: An attractive cabinet can be made for use as a portable container, with wheels or casters so that it can be rolled like a cart. Such a cabinet should have a height limit of about two and one-half feet, to avoid top-heaviness and to accommodate the younger patrons.)

These experiments were deemed successful. Not a single item was missing until the forty-sixth day, when a new football disappeared. One budget-wise director estimated that even if the entire supply of play equipment was stolen and replaced each month, it still would be far cheaper than the salary of a recreation assistant for the same length of time; but as has been pointed out, the actual loss was quite negligible.

Therefore, it was decided that check-out service by personnel is really not necessary, except in emergency situations or special cases. No longer is this regarded as a "problem," for the cafeteria style "serve yourself" plan proves workable. And happily, everyone seems to benefit. The honor system is good when it is stimulated by skilled leadership.

But now if you will excuse me, I wonder what that small boy is saying? It sounds like, "*Please, Mister, may I have a ball?*"

All will watch out for the "littlest one" on this Los Angeles playground.

Filing Equipment for Playgrounds

A BULLETIN SETTING FORTH the recommended procedure for the filing of materials at individual playgrounds, has been issued by the Los Angeles Department of Recreation and Parks. The information which it contains will be of interest to all who are concerned with the operation of playgrounds, especially on a year-round basis.

Each playground in Los Angeles was provided with a three-drawer steel filing cabinet for records and other materials. The following directions were issued to the directors in order that they might obtain the maximum benefit from its use:

(a) One drawer will be designated for the man director, one drawer for the woman director, and one drawer will be used both by the man and woman director, and will be called the playground general file. Please note the subject headings for each drawer as designated.

(b) Three sets of Oxford Index files have been sent to the playground, which are alphabetically annotated. We have, therefore, ordered gummed labels on which the subject headings will be typed and glued on these indexes. There will be delivered one hundred (100) manila folders to be used for file folder headings. These will be made out at the time a piece of subject matter is ready to be filed, using the standard headings as shown on this bulletin.

(c) The central office will, in the future, record on the lower left-hand side of the material sent out, the file reference for information for filing same when received.

(d) This administrative bulletin should be placed in front of the "general file," so that it may act as an index to information filed in the three drawers.

(e) All material sent to the playground should be filed as soon as the staff has had an opportunity to examine its contents and place their initials thereon as having seen the same.

(f) Since each playground will have identical files, employees transferring from one center to another will not take material out of the files to their new assignment.

Accompanying the directions for using the filing equipment were lists of subject headings to be followed in filing material and also titles for specific file folders under some of these headings. The general subject headings suggested were as follows: Administrative Bulletins; Aquatics; Community Organizations; Department Policy; Finances; In-Service Training; Municipal Sports; Personnel; Programming; Public Relations; Recreation Papers and Publications; Reports; Requisitions.

The subject headings for the men and women directors were almost identical although the file folder headings differ widely because of the nature of their respective duties and special interests. The special subject headings were as follows: Active Games and Sports; Arts and Crafts; Club Activities; Collecting; Dancing; Dramatics.

Typical of the file folder headings suggested are the following:

Subject heading—Active Games and Sports (for the woman director)

File folder headings—Low-organized games, Individual and Dual Games, Team Games, General; Basketball, Softball, Volleyball.

Subject heading—Arts and Crafts (for the man director)

File folder headings—Carving—Soap, Wood, Bone; Ceramics, Leather Craft, Metal Craft, Model Aircraft, Model Making, Photography, Plastic Crafts, Toy Making, Woodworking.

How To Add Zip To Your Program

A SUMMER PLAYGROUND PRODUCTION

The actors?
The youngsters. The grownups.

The producers?
You and your staff.

The stage?
Your playground.

The audience?
Your whole community.

The run?
July through August.

John V. Smith and Minna B. Reichelt

WILL YOUR SHOW be a Broadway hit or a flop? It all depends upon you. Perhaps the following few suggestions may help you produce a satisfying performance.

The Rising of the Curtain—Start the show promptly and start it right. Make a real ceremony of the flag-raising at nine o'clock each morning. Pick out a star actor every day to play the leading role and raise the flag briskly while the rest of the cast stands at attention. All recite the "Pledge of Allegiance" and sing a patriotic song as part of the ceremony.

At sunset, the flag is lowered slowly, with care being taken that it does not touch the ground. Never place any object or emblem on or above our national flag.

The Chorus—By this we mean singing; the more the better! This is an important part of your daily production. See that it goes over with a bang, because a flat sing is as flat as a deflated balloon.

Gather the singers around you and start with a song that everyone knows. Announce the title clearly. Be sure that the pitch or tone on which the song is to be started is heard. Get them all "set" for the start of the song; leave no doubt in their minds that "now" is the time. Give a sharp decisive movement which will bring everybody in on the first note. A clean-cut release or ending of a song is no less important than a good attack.

Always maintain variety in the choice of songs to keep up continued interest. Ask for requests from the group and select the song that you think will go best at the time. Keep your ears open for special talent upon whom you can call to sing a verse or chorus alone.

The introduction of rounds or canons adds much to the fun and good-fellowship of singing. Divide your chorus into parts and sing such songs as:

"Oh! How Lovely is the Evening,"—three parts: "Three Blind Mice,"—four parts; "Are you Sleeping?"—four parts; "Row, Row, Row Your Boat,"—four parts.

Contra singing is fun, too. Combine two familiar tunes when musically possible, such as:

"Long, Long Trail" and "Keep the Home Fires Burning," "Tipperary" and "Pack Up Your Troubles."

Old favorites that have been found satisfactory for group singing include:

"Abide With Me," "All Through the Night," "America, the Beautiful," "Annie Laurie," "Believe Me, If All Those Endearing Young Charms," "Billy Boy," "Carry Me Back to Old Virginny," "Farewell to Thee," "Goodnight Ladies," "Home on the Range," and so on.

Patriotic songs and, of course, the current hit tunes always go over big. So, vary them for best results. For music accompaniment use a piano, banjo, accordion, ukulele, harmonica, guitar or violin. The use of the microphone is a big help outdoors for the director and soloists.

Big Sing Week—Feature a "Big Sing Week." Publicize it early, and dig up talent for it! Make it a gala week. Get any number of groups, quartettes and solos. Use boys, girls, men and women as performers. Hold a contest for original playground songs. Have the song writers sing their songs and let audience applause decide the winner. If you have enough talent, have eliminations and

MR. SMITH *is chief of Philadelphia, Pennsylvania, Bureau of Recreation;* MISS REICHELT *serves as assistant chief.*

select the best numbers for a star bill for the main performance. Be sure to use all the local talent you have on hand.

If there is an outstanding song leader in your community, invite him to lead the group singing. Ask local church choirs and musical groups to sing on the program. Invite a local band or orchestra to play for the singing. Scout around for someone in the community to serve as "MC," to add local color and interest. Use variety in your program to make it entertaining.

Musical Number—Good music is the finest entertainment that can be offered to people who love music. "Listening" programs can be the highlight of the season's schedule for many of your patrons. A varied program of music that appeals to all can be arranged so easily, especially where a "PA" system is available.

Talent Hour—Is there a youngster alive who doesn't want to be a part of the show, to get up before an audience and get into the act? Talent hours held at regular specified times all during the season's run will give the embryo stars a chance to "strut their stuff"—whether it's singing, dancing, reciting, acrobatics, comedy, magician's tricks.

Girls' Hat Show—For a bit of amusing entertainment, plan a hat show. This will bring out large hats, small hats, old hats, new hats, pretty ones, funny ones, original ones—such as those trimmed with kitchen utensils, fruits and vegetables a la Carmen Miranda, turbans—and many other types that ingenuity and initiative can create. Judges can select the best in the various classifications.

Game Week—A game jamboree should keep things buzzing for a while and everyone busy. Plan active games for the cool part of the day and in the evening, quiet games in a cool place during the heat of the day. Singing games for the little ones are fine, such as "Oats, Peas, Beans," "The Farmer in the Dell," "Looby Loo," "Did You Ever See a Lassie," "Rig-a-Jig-Jig," and so on.

Roller Derby—For exhibition and spectator attraction, roller skating is tops. Solo exhibitions, doubles with music, triples with music, relay races, one-legged races (one skate on and carrying the other) and novelty events will present quite a show.

Stilt Exhibition—This is interesting, a bit unusual and bound to please the audience. Make a series of thirty-six-inch circles, five feet apart. A contestant for each circle places both stilts inside of the circle and takes a position for mounting. A command is given for all contestants to do as follows: Mount and turn around to right, turn around to left, hop on stilts, raise one stilt while standing on another, walk around rim of circle.

The one doing those things without getting out of the ring or dismounting, wins. In case of ties, repeat until one remains. For excitement, finish the derby with a distance race.

Doll Parade—Consider single and group entries, provide tables for group entries. Single entries, of course, will be in the parade. Judge the following: Smallest doll, largest, oldest, best-dressed, prettiest, most original, novelty dolls—made up of yarn, raffia, taffy, gumdrops, clothespins, whisk brooms, fruit, and so on. Additional classifications can be judged for street costume, sports costume, evening dress or colonial dress. Group judging can be for the largest collection, authentic foreign collection, complete foreign family, bridal party, Indian family, and so on. Red, white and blue ribbons for those judged the best or other inexpensive prizes will please the winners. Plenty of advance publicity in local newspapers, on bulletin boards and by individual contact will increase the number of entries.

Friendly policemen of Vancouver "arrest" most convincing "hohos" at an all-city "Hobo Day," for tour of City Hall, including jail. Adults are (l. to r.) Captain Crowley, Police Chief Diamond, Mayor Anderson and Officer Spurling.

Sand and Water Carnival—For real carnival atmosphere, decorate the sandbox with flags and bunting. Place flags around wading pool. Have sand well dampened before the sand modeling project begins, and set a time limit for the contest. Allow twenty minutes to a half hour to complete projects. No molds should be permitted. Make your own rules covering the use of small flags, artificial trees, picket fences, and so forth for decorative purposes. Modeling a castle, farm house, church or boat make good projects.

Mardi Gras—This should be along the general lines of the celebrated Mardi Gras in New Orleans. It should be a highly colorful and jolly affair, with local bands supplying the music.

Advertise the event well in advance and decorate the playground with flags and bunting. Award ribbons or inexpensive prizes for the following divisions: decorated baby coaches and strollers, bicycles, doll carriages and dolls, express wagons, toy automobiles—driven or pulled by a child, floats with participants in costume.

From the masquerade costume division select winners and award ribbons for the following: most elaborate, funniest, most original, best couple, outstanding group. Wind up the affair with an outdoor jamboree including music, dancing and singing.

Circus—The possibilities of a playground circus are numerous—with clowns, acrobats, elephants, freaks, balloons, pennants, the circus barker. What fun! Rope off a large area for the performers' ring. Erect a booth at the entrance of the grounds with a "barker" who announces the wonderful features of the circus—"stupendous," "colossal," and so on. A snake charmer and fat lady or any other freak can be on the platform beside him.

Begin with a parade of all performers around the inside of the rope. The "ring master" introduces them as they pass in review. Have as many freaks as possible—tall man (on stilts), bearded lady, fat lady, (stuff with pillows), sword swallower, snake charmer (use papier-mache snake), tight rope walker (stretch white tape on ground). Also include cannibals, clowns, Indians, cowboys, ballet dancers.

Make up an interesting program of acrobatics, dances, Wild West activities.

What a show will have been produced when the curtain rings down on the final number!

We Had a Baseball League

Robert W. Ruhe

Park and recreation department conducts baseball school, Charleston.

LAST SUMMER we operated baseball leagues for boys between the ages of twelve and fifteen years as a part of the La Porte, Indiana recreation program. Any boy in the community desiring to play was given the opportunity, and all groups were encouraged to choose their own players on the basis of friendship rather than solely on ability—to obtain a more natural grouping. We attempted. insofar as possible, to organize this program on an intramural basis. The boys themselves, at an organizational meeting, decided that they should pay a small registration fee, so that they might have some feeling of responsibility.

At the outset of the season we anticipated having four teams of boys in the specified age groups. However, on the day that rosters were filed, we were astonished to find that ten teams of boys, one hundred and fifty in all, had entered. It was quite heart warming to see these youngsters bringing pennies, nickels, dimes, and so on, to the office and feeling that this was *their* program.

At the organizational meeting, the policies of the recreation commission pertaining to athletics for the group were discussed with the boys. They were:

1. Teams would not be allowed a financial sponsor to buy uniforms or equipment.
2. Our program was to be geared to the masses, and we would attempt to enroll the largest number that we could handle adequately.
3. There would be no all-star teams.
4. There would be no trophies or awards given.

It is interesting to note that there was not one forfeited game throughout the ten game season.

The participants recruited their own coaches. The coaches' major responsibility was to teach the boys in practice sessions the fundamentals of baseball. I do not believe that this was overemphasized.

The boys furnished their own gloves (spikes, too, if they wanted them). The recreation commission furnished leadership, facilities, balls, bats and catching equipment. The operation of these leagues cost the recreation department a total of $231.35 for leadership and supplies for a ten-week period.

Volunteer umpires were recruited and during the season there was no expenditure for umpiring. The leader was a part-time person who served as the athletic adviser.

At the conclusion of the season the boys decided that they would like some celebration, so a banquet was arranged. Each boy paid fifty cents for his meal, and the twenty-five cents which each boy paid at the beginning of the season helped to defray the cost.

At the banquet the only recognition for accomplishments during the season was the asking of the teams, who won the championship, to stand and receive applause from those present. This was also done for leading batters.

The values of this recreational athletic program are threefold: first, the most important factor is the end result of the activity upon the boy. Opportunities must be present for youngsters to participate at their own level of efficiency. There is so much to be accomplished in addition to determining a "winner." Secondly, this department, like most other departments, does not have an abundance of funds. We feel, however, that—regardless of how much money is available—this type of program is still advantageous in that volunteers can more readily interpret it to the community; the participants have a share of responsibility in the planning and feel that it is "their" program. Third, it releases the constant dependence on local merchants for trophies and awards.

As a result of this experience, last fall found us besieged with constant requests to organize basketball leagues on the same basis.

MR. RUHE, *with a M.A. in recreation from Indiana University, became La Porte's director of recreation in July 1950.*

Children should experiment with variety of materials. Arts and crafts are a daily part of Asheville, N. C., recreation program.

CRAFTS

"Why will the child desert his play
The craftsman's work to see?
Something within him latent still
Whispers, 'Work waits for me!'"

THESE WORDS were copied in my first craft notebook, although I know not who wrote them. Nearly every craft teacher frequently hears the equivalent of the following remark: "No, I don't want to play a game, I am going to *work*." Crafts often mean work to children, not in the sense of laborious toil, but in its fuller meaning.

Our first venture in crafts found our youngsters hysterically (and I use the word advisedly) eager to make something quickly and run home with it. No conception of craftsmanship, no idea of patience, no notion of one process following another to create form and beauty was present. Individual development is expected, but there is a group development, a craft consciousness that comes only over a period of years.

After six years of ups and downs in a city of eighteen thousand, we established a craft center, where three hundred and fifty registered for summer classes, and had facilities for preparing five hundred and fifty projects per week for use on the city's seven playgrounds. Saturday classes for seventy-five and vacation classes for an average of eighty were held. Leadership training sessions twice a year were attended by eighty persons. Special classes for Scouts, 4-H and many small leader training meetings were part of the program. Adult interest showed steady growth, and seven to ten adult classes were held weekly. In addition, five local organizations added craft classes to their program, utilizing as teachers, those who had been students in the craft classes at the center.

MRS. WHITNEY, *formerly arts and crafts and recreation director in Rutland, is with the Rutland Girl Scout Council.*

Our basement has a shop equipped for woodworking, a paint corner, and in the assembly hall, tables where many activities may be carried on simultaneously. Our attic holds a wealth of scrap material supplies as well as purchased ones.

Our summer program includes classes in: woodworking, finishing wood and plaster, decorating and design, sketching, kindergarten, primary crafts, flower arrangement, metalcraft, leathercraft, individual project time. At all times, there are self-directing projects available, such as the making of woven pot holders, Bon Ami painting, pine dolls, and so on. Each season the emphasis is different. With all of these classes available, however, the children on the playgrounds still need crafts brought to them. It was necessary, therefore, to plan a program of playground crafts which would not overburden the playground instructor, which would not require a shop setup and which would cost very little money.

Equipment

First of all, for each playground, we constructed a craft cupboard made of inch pine, four and one-half feet tall, three feet wide, twenty inches deep, with three shelves—eight, twelve and sixteen inches wide. The front is removable, fitting across the top to act as a table. A hasp and padlock hold it at the top. The construction cost, including finishing with woodstain, was $5.86 per cupboard, while the equipment and materials for each averaged $4.20.

Purchased materials for crafts projects averaged nine dollars per playground, or $63.04 for the seven grounds. Most of this was spent for sponge and lanyard material, water color paints, paper, and felt for banners.

On the top shelf of each cupboard we placed a knife box—the type sold in the dime stores. Sturdy boxes held other supplies:

Twelve scissors
Homemade rulers
Six boxes of crayons
Pencils and erasers
One small hammer and can of assorted nails
Saw and blades
Medium pliers
Awl
Paper punch
Stapler
Pins, push tacks
Scotch tape and masking tape
Rubber cement, library paste, mucilage, glue, dry stekko flour for paste, twelve paste brushes
Dry tempera paints, twelve small brushes, six one-inch brushes
Wood stain, shellac and alcohol

in the Recreation Program

Sandpaper, steel wool	Cloths and newspapers
Paper cups and plates	Paper
Needles and threads	Assorted ribbons and yarns

The place for each tool or container was marked, by drawing the shape of the object and printing the word under it.

If the budget had permitted, we would have added to each outfit the following: a paper cutter, pinking shears, a few leather tools, tin snips, small vises, mallets and molds for metal work.

The next step was to make a list of projects for the playgrounds. Materials had to be inexpensive, something a teacher with no special crafts training could teach successfully and, for the most part, one-session projects.

Things We Made

This was our list for the year, varied, of course, by the instructor on each ground according to the age of the children, their natural interests, and the instructor's own ability and experience:

Indian bead rings (beads from donated materials)	Sacheta
Textile painted T-shirts (stencil with playground name—each child furnishing a T-shirt)	Leather bookmarks
Twisted copper wire bracelets	Leather wallets
Sponge rubber objects of all sorts, including model playground layouts	Braided leather belts (leather scrap from glove factory)
	Playground banners of felt
	Lanyards and bracelets from guimpe
	Blueprinting
	Wooden napkin rings
	Wooden games—checkers and boards

Paper objects:

Woven mats	Airplanes
Double woven baskets	Drinking cups
Three kinds paper chains	Stuffed animals
Catstairs flowers	Easel-type pictures
Baskets	Can rubber pictures
Lanterns	Lace paper doily designs
Pinwheels	Sunbonnet walking dolls
Pine dolls	Mother Goose dolls

Each of these projects was processed at the craft center and distributed at the weekly staff meetings. By processed, I mean that all materials for a project were collected in units of ten ready for presentation to the class.

Taking the woven mats, for example, this involves: ten shirt cardboards for foundations; ten pieces of wallpaper, cut the size of the shirt cardboard with the slits cut; weaving strips cut for the weavers. To these the instructor adds from her cupboard: newspapers, paste, brushes, shellac—and she is ready to proceed.

We divided our materials in packets of ten for a reason.

Nine-year old Billy Wond, Decatur local playground youngster, weaving belt in crafts demonstrations at State Fair.

The leader with a small playground would take perhaps two units, while a large playground could take seven. Depending on large or small attendance on a particular day, the units could be sent to the playground needing them.

Children under twelve do not want to spend eight or ten weeks becoming proficient in any specific craft. They want and need to experiment with all sorts of materials, learning their possibilities and limitations. We try to provide the following selection of materials. All of these cannot be used on the open playground, but all are available at the craft center: paper; leather; wood; plaster; oil and water color paints; good pictures; plastic; metal; shells; stains, varnishes and enamels.

Both the instructors at the center and the ones on the playgrounds must have clear objectives before they present

any project to a group of children, *be it ever so simple.* If the leader does not have objectives clearly in mind, it is better to substitute some other activity.

What We Set Out to Do

There are two sets of objectives—the child's and the leader's:

Child's: (1) He needs the article in his play or work; (2) wishes to make a gift for someone; (3) enjoys the creation or the thrill of experimenting with a new media.

"Write in your mind and heart the fact that the material molds the child."

Teacher's: Vary with each project, but fall under the following general headings: (1) To develop originality; (2) to encourage careful workmanship; (3) to ensure success by careful, wise guidance, without destroying originality. Some of the aims in specific projects are as follows: (1) design and application, (2) color harmony, (3) cutting, (4) folding, (5) mounting, (6) use of adhesives, (7) shape and form, (8) limitations of materials, harmony of form, design and material.

Only a small part of the total handcraft projects attempted in a city are carried on by the recreation department or an organized craft center. Scouts, 4-H, Junior Catholic Daughters, adult women's groups, Sunday schools and others have many such projects during the year. Therefore, we have found that the greatest service that can be rendered in our community is to provide:

1. Leader training for these groups.
2. Source of supply for consultations and information on any specific project.
3. Pooling of orders to obtain necessary supplies that often can be obtained only in large quantity.
4. A scrap depot where scrap supplies may be stored, processed and re-distributed.
5. Exhibitions, movies and materials on the ever-increasing number of new projects and materials available, teaching, at the same time, the fundamental values involved.
6. An awareness and desire to reach the neglected groups—the aged, the crippled, the homebound child or adult

The Child Is the Material

Take all of these factors into consideration; then, write on your mind and heart these words: "It is not what the child does to the material that is important, but what the material does to the child." Usually the child or adult who takes an intense interest in crafts is more of an introvert than an extrovert. All well and good, you say. We'll help him, with crafts, to become better balanced. Yes, you will if you consciously recognize the fact that you must not, dare not, work for quality and production alone, but only for quality and production as it develops the individual. Craft projects can, with thought, be related to social needs and responses; craft classes also can provide social contacts and broadening social interests.

What do I mean? Let's take our little folks on a playground. We plan to color paper doilies and napkins—one of the simplest things we do. The children who want to do it are the small ones, the shy ones, and often the backward ones. If they color the napkins and doilies and take them home—that is that. They have learned a bit about color, design and careful handwork. But if they use those same doilies and napkins to entertain their mothers at tea, they have had a social experience. If they send a package of the doilies to a sick child, or show a sick child how to make them, they have shared their interest with others.

Let us consider an adult metalcraft class. In a class of thirty, many will have taken up this work to satisfy some need, perhaps to find release from strains or tensions in their personal lives. It is well to become an expert silversmith, but most of these people do not desire this. If, in addition to class instruction, the class puts on exhibits, meets socially with other groups with similar interests, if the members feel themselves responsible for helping their own group and other groups, besides working as individuals, then the project is worthwhile.

Creative experience is one of our basic needs. More and more, specialization takes away from us the opportunity for creativeness in our everyday living. Organized group activity is the answer to this need.

If we needed proof of interest in the field of crafts, the bookstores would supply it. Six years ago, one had to search for a book on handcrafts. Today, the bookstore shelves display many fine ones. Library records show craft books called for frequently, and often there are waiting lists for new ones. This is a trend of the times—old as time itself—but with new approaches, new reasons and new applications.

One of the greatest services a recreation department can render a community is to furnish leadership, education and guidance so that the experiences of both children and adults in this field may be full, rich and integrated. The football boys, members of the archery class, the dancing class, the hikers, the bicycle club, teen towners to golden age groups, all have needs that the craft program can fill for them. Even the boys who scorn anything but boxing like to make their own T-shirts with appropriate letters and numerals, using textile paint.

Few activities yield such direct and immediate satisfactions, yet have, at the same time, such potential value for building happier people and a better society.

Boys in every state like fishing. Above, prize winner for the best Becky Thatcher outfit, Torrington recreation department fish derby.

Young Anglers

Frank W. Bramhall

FOR A NUMBER OF YEARS the San Jose recreation department was concerned about the fact that it had conducted very little in the way of such out-of-door activities as conservation, hiking, camping, fishing, and so on.

In 1949, therefore, the department opened "Rustic Lands" day camp for youngsters and the response from the community in the way of registration for camp attendance was excellent. Many individual playgrounds also initiated hiking programs, with outdoor cooking and nature study features; but even so, little or nothing was done about conservation activities—and fishing programs were non-existent.

Then, early in 1950 the department received a communication from Better Fishing, Incorporated, Chicago, Illinois. (See September 1950 issue of RECREATION.—Ed.) It learned for the first time, that the main purpose of that organization is to assist communities in introducing to youngsters the joys and highly satisfactory recreational benefits of fishing. Better Fishing, Incorporated, was prepared to give, without cost, to every city that would sponsor a youth fishing program, four complete fishing outfits, consisting of a casting rod, line, reel, hooks, artificial bait in the way of plugs and other lures. These, of course, were to be used by the sponsoring city for awards in the juvenile fishing rodeo which would be held in connection with the program.

A date for a juvenile fishing rodeo was immediately set, for a Saturday in May, at the Stevens Creek Reservoir about fifteen miles from San Jose. The superintendent of recreation, an avid fisherman, and Wilbur Knudtson, "Fish and Game" writer of the *San Jose Mercury Herald*, got in touch with representatives of the San Jose Sportsmen, the San Jose Nimrods, the San Jose Rod and Gun Club and the president of the Willow Glen Lions Club. The four organizations agreed to contribute one hundred fifty dollars in cash to be used in defraying expenses for transportation to the reservoir, bait and other necessities, and to supply fifteen to twenty volunteers each, to assist in supervising the program and to act in the capacity of fishing instructors.

The program was set up according to Better Fishing, Incorporated, regulations: registration blanks were run in the columns of the *San Jose Mercury* and the *San Jose News;* and the big event officially got under way.

On the great day, the boys were met by the committee in charge of the program, and one adult volunteer leader was placed in charge of every four boys. Fishing tackle was provided for those who did not have it. Bait, including fishing worms and salmon eggs, was distributed; sites along the face of Stevens Creek Dam were assigned to each fishing group; two first aid stations with two qualified attendants were set up by the recreation department; five life guards, one of whom worked from a boat off shore and four from positions across the face of the dam, were assigned to their stations; the wily trout all scurried for cover; and the young anglers were off.

Long before noon the gigantic lunch which each boy had brought to assuage the pangs of a typical American boy appetite, had disappeared, along with the two hundred half-pints of milk that were provided by the program sponsors.

At three o'clock, the persevering anglers reluctantly stopped fishing and assembled at the fishing rodeo headquarters on top of the reservoir for the judging of the catches. Well, would you believe it? With two hundred boys fishing under the expert guidance of the volunteer sportsmen leaders, how many trout were caught? Exactly four! Boy, those local trout are plenty smart.

The San Jose recreation department feels that the Better Fishing rodeo was one of the best recreational activities that has ever been conducted in this area. Forgetting the number of fish caught, two hundred boys were taught how to assemble their tackle, had a whole day in the out-of-doors, received expert instruction from local sportsmen, went home with terrific appetites. They were taught something about, and really practiced, conservation—because they wanted to catch only enough trout to make it possible to award the prizes legally. They are now bitten by the fishing bug and will probably be the best storytellers in Santa Clara Valley.

Since then, one trip each month has become a regular part of the recreation program in San Jose during the summer season.

MR. BRAMHALL, *who is the "avid fisherman" of the article, is superintendent of recreation in San Jose, California.*

Special Events Improved

Oak Ridge, Tennessee, locale of United States Atomic Energy Commission, takes steps to raise the level of playground special events.

Doreen O. Kirkland

SPECIAL EVENTS conducted during the summer playground season at Oak Ridge, Tennessee, were indeed "special."

In the past, special events were held according to the "more the merrier" theory, but in recent years stress has been placed on conducting fewer events but of the "bigger and better" variety.

We all know that many activities are "tagged" special events when they are merely routine and should be part of a well balanced daily or weekly program. Storytelling, dramatics, music, crafts, even routine activities are often lost in the shuffle of the continuous preparation for the next special activity.

In 1949 a curtailment of the number of events each local playground conducted was initiated. At the close of that season, these were evaluated, showing that the organization of the events had improved over the previous year, but that those which had been conducted were "shop worn."

At the beginning of the next summer season, as a further step toward improved special activities, an approved list of fourteen events was given to the playground leaders at our annual five day workshop, with instructions that three events should be conducted. The approved list consisted of: All Wheels Day, Fashion Show, Frog Jumping Contest, Joseph Lee Day, Horse Show, Indian Pow-Wow, Kiddie Karnival, Little Brother and Sister Show, Mother Goose Party, One-Act Plays, Dressed up Pet Show, Quizz Show, Tagged Fish Rodeo and Turtle Derby. This list was compiled as a means of getting playground directors to plan events requiring organization and forethought. New ideas were readily accepted if they appeared to have general appeal to several age groups; therefore, originality was not curtailed among playground leaders. In addition to these activities, there were three annual city-wide events: the Junior Olympics, the Arts and Crafts Exhibit, and the Playground Circus, held in mid-summer, the ninth and last week respectively.

The approved list was accompanied by a special event form containing fifteen pertinent questions which had to be completed and turned in to the central office one week in advance of any scheduled activity. This gave the supervisory staff time to go over the completed form, ask questions and make suggestions. The purpose of this form was to aid the playground staff in planning for their event; to help them determine in their own minds the problems and steps necessary in planning a successful special activity.

Holding fewer special events resulted in more enthusiasm on the part of the youngsters in preparing for the events, increased participation and improved parental interest.

Many playgrounds, with noticeable success, held events in addition to those specified, among them scavenger hunts, stunt nights, hat shows, and so on.

Seven playgrounds conducted dressed up pet shows; three, little brother and sister shows; three, kiddie karnivals; three, all wheels rodeos; two, Indian pow-wows; one each, Joseph Lee celebration, musical extravaganza, button contest, and krazy kolympics. The latter three were not on the specified list but were given the "go-ahead" by the supervisory staff.

As an added attraction, movies were shown at dark every other week at each of the playgrounds.

A more enriched daily program developed from this planning, with creative activities sharing honors in popularity with the leagues and tournaments. Special events ceased being unpleasant chores to both leaders and children and became fun and exciting to prepare for and to participate in whole-heartedly.

Handbills advertising their own special events were prepared by the directors of all playgrounds. Each play-

AUTHOR is *supervisor of recreation centers in Oak Ridge.*

YOUR SPECIAL EVENT

Form Filled Out by Playground Directors

Recreation Department 1950

1. What are you calling your Special Event?_____
2. Date_____Hour_____
3. Are you using adult volunteers?_____
   In what capacity?_____
4. What are their names?

	Full Name	Address	Telephone
1.			
2.			
3.			

5. Are certificates for your winners ready?_____
6. What properties are you using? (list)_____
7. Is your event scheduled at a good hour for parents to attend?_____
8. Are you using any of the following mediums to advertise?
   1. Handbills_____ 3. Placards_____
   2. Posters_____ 4. Bulletin boards_____
9. Are you using programs?_____
   Who is making them?_____
10. Are you decorating?_____
11. Are you providing choirs for the spectators?_____
12. Are you having a Community Sing before the event starts?_____
13. Do you have a Reception Committee?_____
14. What duties do you have for your Junior Leaders?_____
15. Does the event answer these questions? New_____
    Different_____ Fun_____.

Signature _____ _____

DIRECTOR CO-DIRECTOR

ground contributed an act to the annual city-wide events.

Among Events Chosen

Kiddie Karnival—This presented unlimited possibilities and was a real playground project. All age groups were interested. The older boys constructed booths, which were gaily decorated by girls and younger children. Games of skill were set up to form a large circle similar to a midway. Paper hats and Hawaiian leis were made by the children to be given as prizes at the bingo booth. Leg toss, spearing corks, bean bag toss, weight lifting, hit the pins, bouncing ball, nail driving and weight guessing (on bathroom scales) and other guessing games were conducted. Barkers kept the crowd moving from one booth to another. Score cards were given each participant and attendants at the booths tallied their scores as they played. Small prizes were awarded to high scores in the various age classifications. Participation of both children and parents was very good.

Indian Pow-Wow—A village of decorated teepees, made from brown wrapping paper and small trees, was placed in a circle. Indian music, as a background, was played on a record player. Several boys beating on tom-toms which were constructed in craft class opened the event. A medicine man had the place of honor in front of the largest teepee. Indian dances, selection of an Indian chief and princess, pony race, tug-of-war, judging of best dressed, most savage, best squaw and smallest Indian were conducted. The event was an ideal activity for boys and girls twelve years and under. It was also an excellent spectator activity for parents.

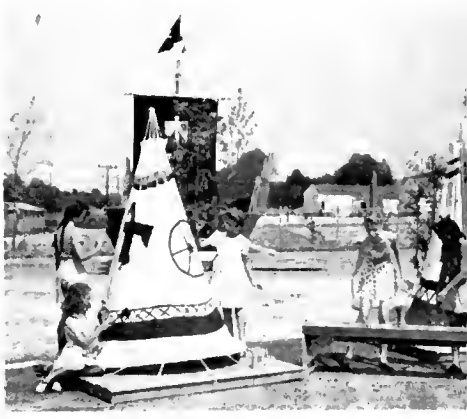
All Wheels' Day or All Wheels' Rodeo— A large crepe paper wagon wheel was constructed, with contestants in each classification circling inside of the rim of the wheel. Judging of the various classes of decorated wheels included: bicycles, tricycles, wagons, scooters, doll buggies, even a wheelbarrow and a lawn mower. Tricycle and doll carriage races climaxed the program. The event appealed to all age groups and was both colorful and a good spectator activity.

Krazy Kolympics—The Krazy Kolympics followed a "track-meet" theme, and was a good activity for a crowd wanting lots of action. Children were divided into equal numbers of teams, and each team was given a color. Scores were recorded on a large score board, and the winning team was presented with a watermelon. This activity appealed to boys and girls under twelve years of age. A few of the events were: discus throwing, using paper plates; shotput, using blown up paper bags; standing broad grin, measuring the biggest smile; javelin throw, using toothpicks; softball throw, with small balls of cotton; fifty-yard dash, with strings fastened to wall, other end in contestants mouth, hands behind back, chewed until nose touched wall; two hundred twenty-hurdle, eating cracker and whistling; one hundred yard dash—suitcase relay.

Little Brother and Sister Show—This activity had less appeal to all age groups, but twelve and under youngsters were proud to show baby brothers and sisters. Babies were divided into three age groups: up to nine months, ten to eighteen months, and nineteen months to four years of age.

Babies were judged on the following: brightest eyes, happiest, most tears, most dimples, fattest, daintiest, most personality, most rugged boy, daintiest girl. Certificates were awarded to winners in each age classification.

Dressed Up Pet Show—Rings were set up for each classification and novel ways of decorating brightened and gave color to the event. Prior advertising of the classes increased originality among the children in dressing their pets. Birds, dogs, cats, rabbits, white mice, turtles, goldfish, alligators, hamsters came dressed as cowboys, cowgirls, babies, football players, and so on. A splendid turnout of children and adults appeared at every show.



Tents made and decorated by children, part of crafts program in Alexandria, would be just right for a "pow-wow."

Congress Committees

● The cooperative machinery, which each year produces the National Recreation Congress, is now being assembled so work may begin on the 1952 model which will be displayed in Seattle, Washington, September 29 to October 3.

Fundamental in all congress planning are the committees, which this year will include a national advisory committee, district advisory committee, a local arrangements committee, an executive's advisory committee and a rural advisory committee. Other committees may be appointed, if needed, to assist with problems of special meetings.

The National Advisory Committee includes representatives from the many special interests which find a home at the congresses. Those who have thus far agreed to serve on this year's committee are:

H. T. Abbott, Superintendent of Parks, Spokane.

Paul V. Brown, Superintendent of Parks, Seattle.

Miss Theresa Chiesa, Recreation Supervisor, Department of Recreation, Denver.

George Hjelte, General Manager, Department of Recreation and Parks, Los Angeles.

Dr. John L. Hutchinson, Associate Professor, Department of Health Education and Physical Education, Teachers College, Columbia University, New York.

David M. Langkammer, Superintendent of Recreation, Altoona, Pennsylvania.

Martin M. Nading, Jr., Director of Recreation and Secretary to the Board of Park Commissioners, Fort Wayne, Indiana.

E. L. Parker, Administrative Supervisor, Industrial Relations Department, Callaway Mills Company, LaGrange, Georgia.

Mrs. Frances M. Parrish, Division of Recreation, Louisville, Kentucky.

Mrs. Ruth E. Peeler, Vice Chairman, State Parks and Recreation Commission, Seattle, Washington.

Dr. Doris W. Plewes, Assistant Director of Physical Fitness, Department of National Health and Welfare, Ottawa, Ontario, Canada.

Jesse A. Reynolds, Director of Recreation and Parks, Richmond, Virginia.

G. Ott Romney, Chief, Community Services Branch, Special Services Division, Department of the Army, Washington, D. C.

George T. Sargisson, Executive Director, Recreation Promotion and Service, Wilmington, Delaware.

P. B. Stroyan, Superintendent and Engineer, Board of Park Commissioners, Vancouver, British Columbia, Canada.

Ben H. Thompson, Chief, Recreation Planning Division, National Park Service, Washington, D. C.

Mrs. Marietta Higgins Vincent, Director of Recreation, Memorial Center for Cancer and Allied Diseases, New York.

Mrs. Pearl Wanamaker, State Superintendent of Public Instruction, Olympia, Washington.

The District Advisory Committee, which will give special attention to matters relating to the general area in which the Congress will be held, consists of:

Ben Evans, Director of Recreation, Seattle, Washington.

Kenneth Fowell, Superintendent of Recreation, Great Falls, Montana.

Tom Lantz, Superintendent of Public Recreation, Tacoma, Washington.

Miss Dorothea Lensch, Director of Recreation, Portland, Oregon.

Carl S. Munson, City Recreation Director, Moscow, Idaho.

S. G. Witter, Recreation Superintendent, Spokane, Washington.

The Local Arrangements Committee which will help work out details of the Congress which particularly concern Seattle, has as members:

Russell Cutler, Executive Officer, School of Physical and Health Education, Department for Men, University of Washington, Seattle.

Ben Evans, Director of Recreation, Seattle (Chairman).

William J. Golden, Manager, Tourist and Convention Department, Seattle Chamber of Commerce.

Dr. Norman E. Kunde, Associate Professor, School of Physical and Health Education, Department for Men, University of Washington, Seattle.

William B. Pond, Supervisor, Recreation Division, State Parks and Recreation Commission, Seattle.

A. D. Scott, Director of Recreation, Boeing Airplane Company, Seattle.

William Speidel, administrative assistant to the mayor of Seattle.

Robert G. Stephens, Superintendent of Recreation, King County.

Walter Van Camp, Greater Seattle, Incorporated.

John R. Vanderzicht, Director, State Parks and Recreation Commission, Seattle.

The Committee of Executives to plan the special sessions for executives:

R. B. McClintock, Omaha, Nebraska, Chairman.

Homer D. Abbott, Grand Forks, North Dakota.

R. E. Anderson, Richland, Washington.

Eugene L. Barnwell, Alexandria, Virginia.

Miss Virginia Carmichael, Atlanta.

Pat Connors, Anaconda, Montana.

John H. Crain, Jr., Portland, Maine.

Charles W. Davis, Berkeley.

John Downing, New York.

Alvin Eggeling, Oklahoma City.

John Farina, Edmonton, Alberta, Canada.

E. P. Hartl, La Crosse, Wisconsin.

Francis Hartzell, Chambersburg, Pennsylvania.

Vincent J. Hebert, Pittsfield, Massachusetts.

Mrs. Marjorie Milne, Vancouver, British Columbia, Canada.

E. S. Richter, Pontiac, Michigan.

Paul S. Rose, Salt Lake County, Utah.

Beverly S. Sheffield, Austin, Texas.

The Rural Advisory Committee includes the following rural leaders:

Miss Jessalee Mallalieu, Recreation Specialist, Oregon State College, Corvallis, Oregon.

Miss Lucille H. Moore, Recreation Specialist, Agricultural Extension Service, College Station, Texas.

Dr. E. J. Niederfrank, Extension Rural Sociologist, United States Department of Agriculture, Washington, D. C.

Mrs. Ruth Radir, Extension 4-H Club Specialist, State College of Washington, Pullman, Washington.

Have you sent in your suggestions for the Congress? Please help the several committees by sharing with them your own ideas. Address your suggestions concerning topics for discussion, program participants, special features to T. E. Rivers, Secretary, Recreation Congress Committee, 315 Fourth Avenue, New York 10.

Special Trip?

The Rockies, both American and Canadian, and other mountain ranges; Yellowstone, Glacier and other national parks; the wheat country; the "Bad Lands;" Bonneville and Grand Coulee dams—the latter the largest man-made attraction in the world; these are some of the wonders of nature and of man that delegates can see on their way to the Congress.

The Congress Committee would like to be as helpful as possible to prospective delegates. Is there any interest in a specially arranged train trip to Seattle, originating at some central point, such as Chicago? Would some other starting point be better? Would delegates like to meet and travel together? Won't you please write to us and let us know?

This year's show will be held during the week of the National Recreation Congress in Seattle. Delegates will be invited to attend.

HOBBY SHOW at BOEING

Arthur G. Scott

Part of fine arts section of show. Boeing employees later staged full-scale fine arts exhibit.

Radio controlled sailboats, yachts and a fireboat drew best attention of the show.

"IT WAS A FINE SHOW, and I've seen a lot of them," stated A. F. Logan, vice president—industrial relations of Boeing Airplane Company, after viewing the employee-initiated hobby show held late last winter in the company's huge sixteen hundred seat cafeteria. The largest show of its kind in Boeing history, it was witnessed by 27,652 employees, their families and friends during its five-day run.

Larry Popp, chairman of the employee committee which organized and presented the show, explained that one of the principal jobs entailed in planning the exhibit was the classifying of entries.

"We decided early in the game to limit the entries to thirteen different divisions," Popp said. "It was a good thing we did because our entries ranged from a forty-eight-foot wingspread sailplane, that an employee flew as a hobby, to a crocheted tablecloth entirely made by an employee while riding to and from work on a bus.

"If we hadn't set the tight classification rule, none of us doubts that each of the one hundred six employees who registered a total of one hundred twenty-nine exhibits would have considered his entry in a class by itself."

Other exhibits included a Ming tree (the committee classed this as handcraft rather than horticulture on the tenth ballot), a twenty-four-foot sail boat, a ninety-eight-year old marine chart of a portion of Puget Sound and a wide range of scale and operating model airplanes, boats and trains.

The committee awarded attractive gold cups in addition to ribbons for first, second and third place division winners. They also presented a gold cup to the sweepstakes winner—Norm Hood, whose ten wheeler Pennsylvania G-5 steam locomotive was adjudged the finest exhibit in the show. His locomotive is thirty inches long, is operable at one hundred pounds steam pressure, and weighs one hundred eighteen pounds. Hood said that the miniature represented 6,735 hours of spare time labor.

Not a single exhibit was lost or damaged during the entire run of the show. This, despite the fact that many entries were displayed on open tables and not behind showcases. Popp attributed this success largely to the efforts of the exhibitors themselves who acted as hosts and hostesses during every moment that the show was open.

MR. SCOTT *is the company's capable recreation coordinator.*

Above typical crowd shows popularity of this event. Largest crowds visited it at lunchtime.

Exhibit laid out in shape of a "U" in blocked off portion of Boeing's 1600-seat cafeteria.

Lou Evans

Water SEATTLE'S STAFF OF LIFE

Seattle is a city girdled by water. To the east there are the cold, choppy stretches of Puget Sound, the deep-water harbor that puts the city high on the list of import and export tonnages. To the west there is the vast expanse of Lake Washington, fifty miles in circumference.

Smack in the middle of the city, like a dropped emerald, is Green Lake. Around its three-mile circumference are two bathing beaches, the quarter-million dollar Aqua Theatre, a bicycle path and innumerable picnic spots.

An "all-out" training program of park department ensures a high degree of safety on the municipal bathing beaches.

The lake is a summer mecca for youngsters and their parents.

It is, then, little wonder that Seattle is fast becoming the water-sports capital of the nation. The annual Seafair — ten days of civic whoopee — centers on aquatics. The 1951 Gold Cup Trophy speedboat races were held on Lake Washington. The world-champion University of Washington crews work out on the lake. The shorelines of the lake and Puget Sound are dotted with boat moorings. When the wind is in the right quarter the city is surrounded by ballooning sails and roaring boat engines. And everyone goes to the beach.

In view of the marine life of Seattleites, the citizens thank the rigid supervision of municipal bathing beaches, and the all-out training program of the Seattle park department, for the fact that there are so few drownings.

For more than thirty years, the recreation division of the department has worked to make sure that every youngster in the city will know the basics of water safety. Under the coaching of men like district recreation supervisor Tom Sedgwick, recently nominated one of Seattle's "Men of the Year," more than fifty thousand boys and girls have learned what to do when faced with an emergency in the water.

The city's newspapers, the *Times* and the *Post-Intelligencer*, work in close cooperation with the department on the program. So does the Seattle-King County chapter of the American Red Cross. Among them, these four agencies sponsor summer-long swim classes for youngsters under fifteen, and lifesaving classes for those over twelve.

In addition, one or another of the four agencies sponsors swim tournaments. In a space of about eight weeks there will be eight races—one a week, with an average entry list of two hundred and fifty youngsters.

Beginning shortly after school is dismissed for the summer, and continuing for eight weeks, the *Post-Intelligencer* and the park board sponsor a series of swimming classes. Instruction is supervised by two roving teachers who visit each of the city beaches at least once a week. Park department lifeguards augment the teaching. Any youngster, from five to fifteen, may enroll in the classes, which are graded according to ability and previous training. A tremendous swimming carnival, with more than six hundred swimmers entered in the twenty-six events, winds up the season.

The junior and senior Red Cross lifesaving classes for the more advanced swimmers are run off at about the same time as the swimming classes. Persons who finish the eight-week course go through a final test involving swimming with clothing on, rescue procedures and artificial respiration. Those who pass are awarded Red Cross lifesaving certificates.

The famous Green Lake Mile Swim, sponsored by the Seattle *Times* and the park board, is held in conjunction with the Pacific Northwest Junior A.A.U. open championships. Contestants from all of the Pacific Northwest states

MR. EVANS, *for many years Seattle's assistant director of recreation, is responsible for the Seattle beach program.*

journey to Seattle for the two-day event. To provide the best possible conditions for the tourney, new concrete piers and cement turning bulkheads have been constructed at the site. Standard steel A.A.U. diving equipment is used.

The city's high schools come in for a special event of their own. Before school begins in the fall each of the high schools enters teams of swimmers for an annual championship meet, co-sponsored by the park board, school board and the PTA. Upwards of four hundred boys and girls compete in the tournament. The winning team carries off the Seattle park board trophy for the year.

Two community districts, West Seattle and Rainier, hold swim meets during the annual Seafair. These are open events, with awards presented by the district commercial clubs.

Swimming and diving training is only the base for an elaborate program of water-safety. Sailing is an important recreation activity in Seattle. There are probably more sail and power boats per capita in Seattle than in any other American city. With available water space cluttered by hundreds of ships, an extensive knowledge of sailing is a requisite for safety. Last year (1951), the park department started two sailing clubs, one with meeting headquarters in Rainier fieldhouse, the other at Green Lake. Instruction is given at the department's Leschi Boat Moorage. Youngsters who want to join the clubs must first know how to swim. From then on, experienced sailors teach them the intricacies of handling small boats under sail in all types of weather.

Those with a deep interest in yachting, but without the means to acquire boats, can join one of the model yacht clubs around town. There is a fine deep-water model yacht basin at Golden Gardens beach, and the races between the sleek homemade models are often as exciting as those between expensive sloops and yawls on Lake Washington.

Seattle is sometimes called the crew race capital of the world. The University of Washington crews—1936 Olympic and world champions—train on Lake Washington. During crew season, the lake surface is dotted with the slim shells, skittering atop the water like giant beetles.

To maintain the city's high standing in this arduous sport, junior crew clubs have sprung up. One of these, co-sponsored by the park department, has a neat little shellhouse on the shores of Green Lake. Each day, scores of bronzed youngsters dip their oars into the water under the watchful eyes of former university crew members.

Any discussion of aquatic events in Seattle would be incomplete without mention of fishing. The area is laced with swift mountain streams, ideal breeding grounds for speckled trout. Puget Sound teems with steelhead and king salmon. The Alki Fishing Derby, with prizes for the largest salmon hooked, is a nationally famous event. So is the Alki Kids' Fishing Derby, co-sponsored by the park department. Children of ten and eleven often come in off the water toting salmon as big as themselves.

For those who prefer the delicate art of casting, the department, in cooperation with the Seattle *Times*, holds a skish bait and fly casting tournament during the Annual Sports Show in the civic auditorium. Men, women and children cast their bait or flies at targets, much as in a rifle competition. Winners of the various events are awarded trophy cups.

Water has given to Seattle more than a booming international trade. It has also given it year-round recreation. No one is so poor, and no one so rich, that he cannot find release from daily tensions on the lake, seawaters and rivers of the city.

Swimming instruction is under the supervision of two roving teachers, who visit each city beach at least once every week.

The Photographic Group

Irma Webber

"PICTURE TAKING" has universal appeal. It's as common as rocks on a hillside, and anyone can successfully participate. It's as fascinating as a spider spinning a web, whether pursued by individuals or groups of any size.

Old and young alike can have fun—and relax—with this hobby. Whether your group centers about the school, church, small neighborhood club, scout troop, the "Y", summer camp, or any other recreational center, you can build a successful program which can be of great service to your organization in many ways.

For instance, in one of Detroit's community centers, photography started when two young boys brought their cameras to the center for the fun of taking a picture of a friend. Later, a few more came in with cameras, and the informal get-together resulted in some workshop activity. An intelligent director spotted this and was quick to utilize it. He proposed that they build a permanent visual record of their work, games and parties. He equipped a darkroom, asked for a volunteer photo leader, and they were off—with fun and photography.

Today, the boys and girls have covered not only all activities within the main recreational center, but are going into branch centers as well. They shoot teen-age parties, workshop groups, and "grownup" functions, too. Thus, this permanent record—which is useful in many ways—is the outgrowth of two camera bugs coming in to take a simple picture of their friends.

And right there you have the secret of starting a successful photo group in any club or organization. Capitalize on existent interest. Let the group develop naturally by choosing its own objectives. Give it a useful job to perform, so that people can see how important their pictures are to the organization. Provide only the direction necessary to keep enthusiasm and accomplishment high, and watch it grow!

Many of these hobby groups start with a common interest in just taking pictures and enjoyment in sharing small snapshots. Soon such people become interested in cameras, not just "my camera," but "my uncle's camera" or "my buddy's camera." This can be the start of eager learning, without obvious teaching. When a gang begins to notice the differences in cameras, lenses, shutters and film, that is your opening. Act!

Group participation stimulates interest, but give the spotlight to each individual. Let him talk about his camera, and show his pictures. By combining tact with enthusiasm at this point, you can really start the ball rolling. Also, you can often "spark" activities by asking ordinary questions to which many already know the answers. This will lead to other questions which the youngsters would like to have answered, but are often too shy to ask. It puts everybody on an equal plane. The ice is broken and unity is established.

One successful photo group leader uses a pin hole camera as a starting point. She gives a demonstration of how to construct one from a cardboard box. The excitement in the group is worth watching, especially after a picture is taken, developed and printed.

Another leader—a summer camp counselor—always starts the fun with a box camera, knowing that most of the clan own one. Using a familiar tool gives them a feeling of security and "oneness" with their leader. It helps dissolve any dividing line at the time of shooting a picture. Later, when prints are made, the counselor hopes that some will be out of focus, or show camera movement. This will give her an opportunity to illustrate the point that it's the person behind the camera who can, or cannot, control the tool, since all of the cameras used by the group are similar.

The experiences of this counselor prove that a good leader should wait

MISS WEBBER *is photography instructor at the Denby High School in Detroit.*

This, the first in a series of three articles dealing with photography as a hobby, emphasizes its value as a teaching tool. The second will deal with getting an active photographic program started, while the last will outline the "do's" and "don't's" of photography for the recreation program leader.

until she has gained the confidence and respect of the group, by proving that she can produce with a simple tool, before a more complicated camera is introduced. She has learned that it definitely pays—up to and including the introduction of new cameras—to let the group explore the subject "as a group." And it is best not to give the advanced members more attention than is bestowed upon the beginners.

If this is your first photo group, you'll find that different youngsters will learn at various rates of speed. Some will be contented for many weeks with just taking pictures. Who can deny there isn't great joy and satisfaction in that? Others will want to learn, in a very short time, all the "know-hows" of the skills involved.

In view of these varying interests it is important for the leader to have a definite purpose in mind—in addition to having fun. In small groups one can know the individuals, their wants or needs, and carry them along at their own rate of speed. When their interest in "know how" becomes apparent, be ready.

Again, there are no upper or lower levels. Many boys aspire to be big leaguers, but have fun for years pitching a ball around, as they know they must grow up to accomplish this. A good leader will not expect professional skill with a camera in a few short weeks. Growth in skill comes with both mental and physical development. Good guidance and sympathetic understanding, plus an abundance of enthusiasm, can bring this about. One excellent way to show them their growth is to keep on file a record of their pictures. On the back of each picture, give date, title, kind of camera, when, where and why it was taken. These files should be available at all times for individual study and comparison with the latest pictures they are making.

This means of instruction varies a bit from some of the organized programs planned in the recreational centers. In some of the Scout groups it occurs on a more or less individual basis. However, there are definite standards set up. Each Scout progresses at his own rate of speed. The Scout who works for a merit badge is given a set of questions. On his own, he will look up the answers and must be able to explain and demonstrate what they mean. Guidance is given, however, in where and what to explore for picture subjects.

One Scout troop in the Detroit area has done surprisingly well in the short time they have been working with a camera. A large scrapbook has been made and filled with record shots of all trips. Other snapshots include selected phases of their home and social life. Some very interesting pictures show activities at their monthly meetings when guest speakers have appeared. It is always a source of pride to parents when they attend these meetings and see the book on display. The picture, taken by their John, is enjoyed again. Guest speakers, too, are always pleased to be remembered later with pictures they receive from the Scouts.

An amazing thing you're likely to find as a result of photo activity is how frequently this hobby will pop up, perhaps to overpower another. For example, in a nearby small community several families recently started vying with one another in raising and displaying garden flowers. They formed a garden club, studied flower arrangements, even qualified as judges in local and regional exhibits. One day a camera bug sneaked into all these gardens, and later a big surprise came during a monthly club meeting. Replicas, in color, of all members' gardens were flashed on the screen. Now, they have many black-and-white camera enthusiasts, and all experiment, working in color. Slides are always a part of their club program. Members of this club never travel without cameras. They are also reaching out for help from professional teachers and lecturers, and often the guest speaker is a photographer.

Cameras help make field trips more effective and more memorable.

Another wonderful outgrowth of photography's application to a specific problem came about in an art class. The boys and girls in this class were doing memory sketches of their parents. The teacher asked for snapshots of Mother and Dad. The idea swept through the class in no time. A new bulletin board was set up for the snapshot display. It gave the teacher a yardstick for judging the sketches, plus some first-hand information con-

cerning the parents and the homes.

But the portraits were only the beginning! "Our houses," "our neighborhood," "our car," and "our pets" appeared in succeeding exhibits on the board. The shelter theme was tackled next. This led students into other sections of the city, to neighborhoods far different from their own. It helped develop an awareness of the many styles in architecture.

The subject of food, too, was worked out. A shot of Mom shopping, preparing the dinner and sister arranging the table were "talking" pictures. Even a trip to the produce terminals and large markets was made and recorded. Both the students and teacher know now that it's a wonderfully alive thing to be working with a camera instead of using standard pictures from a file.

Another situation where the camera was put to practical use paid big dividends. One teen-age girl in an art class became interested in display arrangement. She collected the art and craft work and arranged it each week. She often used the bulletin board as a background. Her added materials were scrap paper, yarns, strings, bits of discarded cloth, and so on. She felt a sense of pride over each finished production, but annoyance when she had to dismantle it for a new replacement. When the rest of the class took their work home from the display, Joan had nothing left to show for her creative efforts. The teacher, in this case, suggested that she use her camera to keep a record of her assembled display. In this way she, too, could take something home to her parents. One evening on her way home she showed her pictures in a gift shop. Recognition of her talent was instantaneous on the part of the shopkeeper. Here was a small genius, who could be put to work creating window displays. Joan was hired on the strength of her snapshots. Again, the box camera had come through.

Getting down to the organization of group camera work in adult recreation centers, some workers feel that a completely formal program is necessary. In some instances, such an approach works very well, although in other cases it is not as successful as a more spontaneous course which is more adaptable to the desires and objectives of the participants. However, since most of the folk who join a group will come in because they are already enjoying photography as a hobby, they can usually get more from a formal program because they wish technical help in order to progress a bit more rapidly. Stumbling along alone can be mighty discouraging, and a good leader who has varied experience can help beginners materially.

Most successful YWCA and YMCA leaders give weekly demonstration lessons, including lessons on types of cameras, lenses, shutters, films, developers, papers, contact printing and enlarging. Some have a course on filters alone. Others may devote an entire term to flash photography. As the individual leaders vary, so do the lessons and demonstrations. There is always something new for the amateur to learn.

But no matter what your group or how you start, remember that one of the vital things about a hobby is its fun. Learning is fun. Fun lies in sharing with others and in companionship. A real, live hobby, such as photography, will account delightfully for a surprising amount of well spent leisure time. By encouraging your group to have fun photographically—and through photography to fulfill some useful mission—the success of your activity certainly will be assured.

New Ideas for Playground Equipment

A. J. Gatawakas

ENTIRELY NEW PLAYGROUND ideas have grown very rare. Except for adaptations of existing games and added safety measures applied to slides, swings, teeter-boards, jungle gyms, horizontal ladders and bars, traveling rings, and so forth, the only recent innovation has been the appearance of a few modernistic concrete structures consisting of steps, ramps and tunnels.

Here are a few ideas for possible further appraisal and exploration:

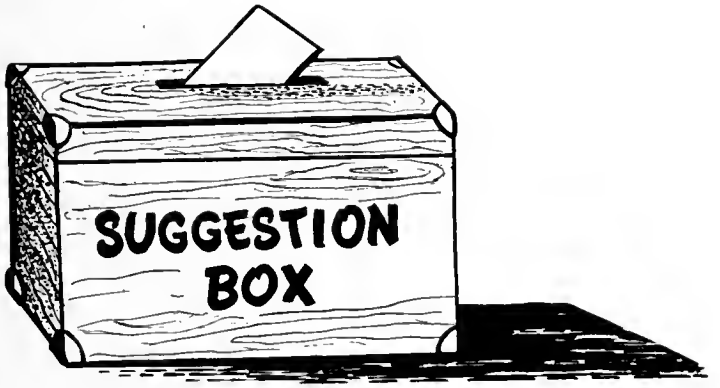
It has always required two players to operate a teeter-totter. A single board mounted on a fulcrum involving a tension principle would permit a single person to teeter up and down. Inclusion of a swivel base would allow not only vertical movement but also a circular motion, and could probably very aptly be called a "teeter-round."

Psychologists often use a device known as a "maze" in their stimulus-response and learning tests with small animals. A durable playground maze, four or five feet in height, would provide the elements of suspense, adventure, surprise and motor-activity, and stimulate the imagination of the smaller children. An observation platform could be erected to one side of such a structure to permit play leaders to supervise activity within the maze.

Often grassy play areas are too hard and solid to permit children to indulge fully their natural inclination to roll and tumble around. Why not have an area set aside as a "natural tumbling mat," built up and seeded like the greens on a golf course? This could include an incline or hill, to allow them to roll to their hearts' content without fear of accumulating bumps and bruises.

Children have always loved to swing—whether on a standard seat swing or on a garden gate. The construction of a swing-gate device, patterned after an ordinary gate, could afford small children as much pleasure as swinging on an old-fashioned gate.

AUTHOR *is now with USO in California.*



NOTICE!

We strongly urge all recreation departments to establish a new policy, if they are not already practicing this suggestion. *On all reports and bulletins, include the name of your state, as well as the name of your city or county.* As many as six or eight states may have a city or county with the same name. It is sometimes impossible to determine from what locality a report comes, unless the name of the state also is clearly printed—preferably on the first or second page.

Prizes Can Be Fun

From Harry D. Edgren, professor of recreation at George Williams College in Chicago, Illinois, we have received some original ideas for making your own prizes. They are the kind which can be fashioned from the east off materials usually found around the home or the office. You can think of any number of other ideas to fit the mood of the occasion or the personalities of your guests.

1. Loving Cups
   a. Miniature cup made from thimble, man's collar button, and safety pins.
   b. Milk bottle, coffee cup, pipe cleaner covered with tin foil.
2. Ribbons
   Ribbons with medallion made from coke bottle cap, one-half egg shell, a prune, or a kernel of popcorn.
3. Cream of the Crop
   Milk bottle top, with match box for ribbon.
4. Lucky Strike
   Top of can, Lucky Strike cigarette wrapper, and colored paper.
5. Volleyball Champ Spiker
   Wooden plank with colored railroad spike.
6. Screwball
   A colored steel screw with wooden ball.
7. Golf King
   Golf ball with painted face and golf tees for crown.
3. Dead Eye Willie
   Ping pong ball for head, pipe cleaners for body and rubber ball in hands.
9. Booby and Grand Prize
   Smiling and sorrowing faces on acorns.

Inspiring Publication

Under the sponsorship of the Evanston, Illinois recreation department the Sunshine Club publishes the *Arm Chair Sentinel.* We are reprinting an item from their January-February 1951 issue because other cities with similar needs may feel encouraged to start, or start again, a creative program for shut-ins.

Why an Arm Chair Sentinel?

We of the Sentinel would like to point out that this issue marks the beginning of this magazine's fifteenth year. We think this is quite a creditable record for a magazine of this type, as many of them have a tendency to "blink out" with discouraging frequency.

The Sentinel has three main reasons for being: 1. To bring a bit of cheer and entertainment into the dull and lonesome lives of its readers. 2. To disseminate information about the 'doings' of the Sunshine Club and its members. 3. To serve as an outlet for the literary efforts of its readers, to give them that feeling of successful accomplishment which shut-ins, more than others, need so much.

* * *

We suggest that an acquaintance with this little publication might be helpful, even to the hale and hearty. It has a quality of light-heartedness and inspiration which could serve as a pattern for others.

Citizenship Dramatized

Do you need a one-act play that is fun to do, but still carries a message about the importance of taking part in civic affairs? Then order a copy of *Our Way*, Leaflet 6, Series 17, issued by The Country Gentlewoman League, Curtis Publishing Company, Independence Square, Philadelphia 5, Pennsylvania. No royalty required if credit is given. Copies five cents each. It's good, particularly for small and rural communities!

Knee Pads

For around three dollars rubber knee pads can be purchased by gardeners and others doing "kneeling" work. However, Charles Dorian of Sudbury, Ontario, Canada suggests a way to make your own from cast-off galoshes. Trim the cloth down to the rubber toe and heel, leaving cloth flaps to be fastened at the back with the dome fasteners. Or, the dome fasteners can be replaced by hooks and eyes, and thick felt pads can be glued to the insoles for greater comfort. They are worn with the knee in the heel of the galosh and the rest of the sole fitting over the shin.

May Baskets

Wouldn't it be fun to hang a little umbrella full of flowers on your friend's door knob?

To make the umbrella, begin with a circle of paper, six inches across, and a pipe cleaner for the handle. Fold the circle across once, then once again. Now fold it diagonally, making a paper triangle with a rounded top. Cut the top into a hollowed line, like the above illustration. Punch a hole at each side for a ribbon or cord, which should be laced through all the holes and tied. This holds the umbrella closed. Poke the handle down through the center and bend its lower end up a bit to keep the paper from slipping off. Other types of May baskets can easily be designed, also.—From a News Bulletin.

Let's Have

As adults look back to their childhood and youth, there are certain high occasions which stand out in memory. Some teachers and leaders are well remembered, while scores of others have long since been forgotten.

Although we did not know it at the time, the ones we remember best — teachers, camp counselors and recreation workers — were all examples of good leadership. They may have been responsible for some of the high occasions or they may have been people we enjoyed being with and didn't realize until later how much we had learned from them. Without exception, they were the ones who always treated us with courtesy, humor and understanding.

Leaders on today's playgrounds will be remembered by youngsters many years hence or they will have joined the parade of the forgotten ones. Which will it be?

Are they planning some of the good times which will always stand out? Will they be remembered because of their personalities and because they created that first interest in something which carried over many years into the future?

These are a few questions which make the job of a playground leader an important one. Much has been written about the qualifications for a worker on a playground. All of them are true and all of them are good.

Much has been written also about playground programs and the importance of special events. I'd like to make a plea for the day-to-day programs, most of which should be much richer than they are. I'd like to make a plea, too, for the type of person who is a real leader — not a sports performer or an attractive young man or woman merely looking for summer employment.

On a typical playground there are boys and girls of many age groups and from many types of homes and backgrounds. They are all there because they have *chosen* to come and because they are hoping there will be something interesting going on. Their needs, their abilities and their interests show tremendous differences. It is no small task for leaders to meet this situation successfully.

It requires a knowledge of child development and a recognition of child differences before program activities can be planned. Working with *children* in a group rather than with a *group* of children is not only desirable, but imperative. There's a big difference between the two!

When this method is used, the leader becomes aware of the child who does not participate or who is not successful in attaining acceptance by the group, and takes steps to remedy it. If he does not, that child stops coming to the playground, or if he continues to come, he probably becomes a behavior problem.

Although games are an important part of the playground day, many children who attend do not have the basic skills which are essential to the enjoyment of any game. The child who cannot throw, jump, dodge or stop a ball with some degree of skill will not have a very jolly time playing dodgeball.

If the rules of volleyball are not understood, and no one has taught the youngster how to serve or how to con-

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Miss Dalsey's *recommendations result from her many years experience as NRA Katherine F. Barker Memorial Field Secretary for Women and Girls.*

Helen M. Dauncey

More Play On Playgrounds

trol the ball, why should he lose face with his friends by being the dub on the team? It is easier in either case to say, "I don't want to play," or "I don't like games."

Although it is most desirable to have plenty of play equipment on a playground—balls, bats, bean bags, jackstones, checkers, deck tennis rings, paddles, quoits, box hockey, croquet, craft material, and so on—it becomes a tool for effective learning only if it is identified with a good teaching situation and associated with a feeling of success and achievement for the individual. It is too easy to pass out equipment to children day after day with the result that at the end of the summer, they know no more about how to use it than they did on opening day.

It is not surprising that many children come to a playground, use a few pieces of play apparatus, perhaps make a craft article and then disappear for the rest of the day, unless a special event is being planned to lure them. Special events are fun, but they are not substitutes for good, day-by-day programs. Too much cake spoils the appetite for bread!

"Choice" is the key word in recreation, but it presupposes a nodding acquaintance with several types of activities before selection is made. A playground must never be regimented, but, with skilled direction, much of the daily program can be changed from aimless activity to one of purpose, progression and pleasure for all concerned.

Any child who, at the end of the playground season, has not learned many new games (quiet, active, group, individual or team) which he has enjoyed at his own level of performance, has been cheated.

If a child has not been given the opportunity to experiment with some new things in crafts, drama, music, storytelling, being in a tournament, serving on a committee, helping to plan events and feeling responsibility for the success of his playground—then the summer program has failed him.

If the leaders have not learned to know which children need help in making an individual, as well as a group, success—they have failed in their most important responsibility.

It is essential that a playground leader, like any good workman, have lots of good activity materials at his fingertips, for those are his tools. In the brief span of time available for training, just prior to the opening of the program, too much time often has to be spent on giving material which a leader should know before he makes application for the job. More time is needed for methods and techniques of using what he may know and more time for discussion of ways in which the child may be helped to grow.

In this day of gun-toting and cowboy jargon perhaps it is too much to expect, but it does seem unfortunate that youngsters are not familiar with many of the games that are part of their heritage. The traditional singing games for little children should always be part of the summer program, and the time-honored Prisoners' Base, Run Sheep Run, Duck on the Rock, Blind Man's Buff and Still Pond and No More Moving should be passed along to this generation of boys and girls.

By all means, have surprises, special events, community nights and all the other wonderful things which go into the making of a good playground program, but meanwhile, be sure that the day-to-day activities are interesting, appealing and meaningful to the boys and girls.

Be very sure that no children leave the playground because they just don't have a good time there!

"The more good things we are interested in, the more ardently we live."—*Francis Bacon.*

Training Playground Leaders

W. C. Sutherland

TRAINING playground leaders is not a minor problem or a function to be taken lightly. The playgrounds of America provide the major centers for the play life of a large portion of the nation's child and adult population, and play an important part in the shaping of our future citizens.

The size and importance of the training problem becomes clearer when one considers that last summer nearly four million visits were made each day to the playgrounds. The majority of nearly fifteen thousand playgrounds were under leadership. Training institutes for leaders prior to the opening of the playground season are considered essential for a successful program.

There is no standard training program that can meet adequately the requirements of all communities. Not only do communities vary in size, facilities, resources and characteristics, but the type of leadership available for summer playground work may vary considerably among cities.

There are, however, a number of publications which have been found helpful by those interested in training their playground leaders. Probably the best known, and most widely used, are prepared by the National Recreation Association and include those suggested below:

Training Your Playground Leaders. An institute syllabus for the training of playground leaders, which contains suggestions for organizing and conducting an institute, with comprehensive bibliography. $.35.

Playgrounds—Their Administration and Operation. A comprehensive guide for the use of the playground executive and the worker on the individual playground, this is used widely as a text (revised edition 1950). $4.00.

Playground Summer Notebook—twelve weekly issues during the summer. $1.50.

Conduct on Playgrounds. Practical suggestions for leadership, activities, program planning, administration, equipment and supplies. $.50.

Many cities use the association's specialists in the training of playground leaders. These specialists have suggested the following outline for a playground training course, presented in two-and-one-half-hour sessions, which has been acceptable in many places:

Session I—*Discussion:* Playground Goals and Objectives; The Job of a Play Leader. *Activities:* Low-organized games—group, line, circle.

Session II—*Discussion:* Planning a Well-Rounded Program for All Age Groups; Leadership Methods; Playground Problems.

Session III—*Discussion:* Special Events on the Playground; Using Volunteers; Publicity. *Activities:* Rhythmic Games for Children; Quiet Games for Hot Days or Rainy Days; Active Group Games.

Session IV—*Discussion:* Neighborhood Relations; Community Nights; Question Box. *Activities:* Team Games, Games for the Whole Family; Square Dances and Couple Mixers.

The following three-day and five-day institute programs were conducted last season in Westchester County, New York, and in Hutchinson, Kansas.

Three-day institute under the auspices of the Westchester County, New York Recreation Commission and Recreation Executives Association:

Tuesday, June 26, 1951

9:20- 9:30 A.M.	Fun with Music and Dancing on the Playground.
9:30-10:00 A.M.	Playground Goals, Age Characteristics and Activities for each age group.
10:00-10:30 A.M.	Playground Activities and Demonstration for the Pre-school group.
10:30-10:40 A.M.	Intermission
10:40-12:00 Noon	Playground Activities and Demonstrations for the following age groups: 6-8 years; 9-11 years; 11-14 years.
12:00-12:30 P.M.	Management of the Playground, Care of Equipment, Cooperation with Maintenance Staff.

Wednesday, June 27

9:20- 9:30 A.M.	Fun with Music and Dancing on the Playground
9:30-10:50 A.M.	Arts and Crafts for the Playground
10:50-11:00 A.M.	Intermission
11:00-11:30 A.M.	Safety on the Playground
11:30-12:30 P.M.	Crafts for other Playground Activities—including Nature Crafts, Craft Stunts, Indian Crafts, Puppets, Making Musical Instruments.

Thursday, June 28

9:20- 9:30 A.M.	Fun with Music and Dancing on the Playground.

W. C. SUTHERLAND *is in charge of NRA's Personnel Service.*

9:30-10:30 A.M. Planning the Playground Program (daily, weekly, seasonal); Leadership Methods and Techniques, Schedule Making, Playground Problems.
10:30-11:20 A.M. Special Events for the Playground; Use of Volunteers.
11:20-11:30 A.M. Intermission
11:30-12:30 A.M. Public Relations in the Neighborhood of the Playground — Community Nights, Question Box.

Five-day institute conducted by the Recreation Commission, Hutchinson, Kansas:

Monday, June 4, 1951
8:30- 8:45 A.M. Registration
8:45- 9:00 A.M. Opening Proceedings
9:00- 9:45 A.M. Playground Programs
9:50-10:35 A.M. Musical Games and Mixers
10:40-11:30 A.M. Group Contests
1:00- 1:45 P.M. Womens and Girls Programs
1:50- 2:35 P.M. Active Games for Young and Old
2:40- 2:55 P.M. Playground Crafts
3:00- 5:00 P.M. "Craft Work Shop"

Tuesday, June 5
9:00- 9:35 A.M. Playground Manual
9:30-10:10 A.M. Musical Games and Mixers
10:15-10:40 A.M. Storytelling
10:45-11:30 A.M. Group Contests
1:00- 1:45 P.M. Quiet Games for Young and Old
1:50- 2:50 P.M. Stunts and Fun Songs
3:00- 5:00 P.M. "Craft Work Shop"

Wednesday, June 6
9:00- 9:25 A.M. Program Content
9:30-10:10 A.M. Circle Games and Relays
10:15-11:30 A.M. Athletic Games and Sports
1:00- 1:45 P.M. Games for Hot Weather and Rainy Days
1:50- 2:50 P.M. Co-Recreation and Family Recreation
3:00- 5:00 P.M. "Craft Work Shop"

Thursday, June 7
9:00- 9:25 A.M. Reports and Questions
9:30-10:10 A.M. Games for Individuals and Small Groups
10:15-11:00 A.M. Folk Games and Folk Dances
11:00-11:30 A.M. Planning for All Ages
1:00- 1:30 P.M. Special Event Planning
1:30- 2:10 P.M. Active Games
2:15- 2:55 P.M. Leadership Advice
3:00- 5:00 P.M. "Craft Work Shop"

Friday, June 8
9:00- 9:30 A.M. Registration and Reports
9:30-10:00 A.M. Athletic Game Schedules
10:00-10.30 A.M. Equipment and Supplies
10:30-11:00 A.M. Arts and Crafts Program
11:00-11:30 A.M. Administrative Papers and Payroll
1:00- 1:30 P.M. Special Event Days
1:30- 2:00 P.M. Final Instructions
2:00- 3:00 P.M. Games and Sports
3:00- 5:00 P.M. "Craft Work Shop"

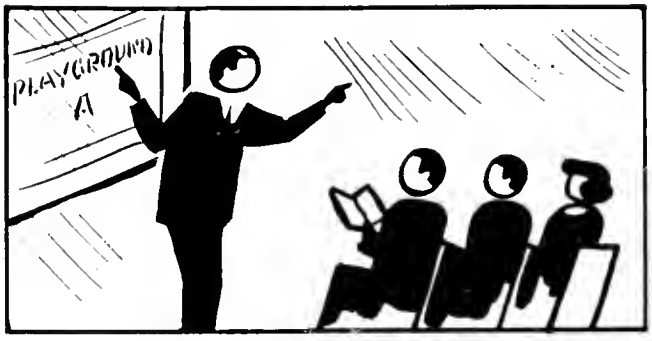
It is not possible to prepare a person adequately for playground leadership in a single institute lasting for only a few days. It is hoped, however, that most of those attending will have had some previous playground experience and special training in high school or college. Also, those selected for positions should have acceptable social attitudes and be personally desirable and professionally promising. Many of our future full-time professional leaders should be recruited from among these summer workers.

Because the institute training is all too short, it should be followed by in-service training throughout the summer in the form of staff meetings, interviews, leaders' conferences, close supervision, directed reading.

Milwaukee, Wisconsin, in addition to the institute, conducted before the playgrounds open, holds Saturday morning classes of three hours each week throughout the season. Many cities hold staff meetings on Saturday mornings, or on Monday evenings.

In addition to the wise selection of the right people, another matter which is closely related and should receive careful consideration, has to do with establishing conditions that will tend to hold good workers *after* they are trained. There is little gain in training leaders only to lose them to more lucrative positions in business, industry and other professional fields. Turnover is costly and it is doubtful if private concerns could stay in business with the rate of turnover that takes place in some of our public recreation departments.

Summer positions should be paid fairly and adequately if we expect to attract and hold the type of leadership children deserve. Not only fair salaries but other factors are important and make for satisfied workers with good attitudes and high morale. Workers want good supervision, reasonable hours, recognition as individuals, a feeling of acceptance as professional members of the recreation team; workers want to feel that they are doing something important and socially useful; they want to have respect for the executive and the department for which they work. Securing, developing and holding the best leadership possible is second to no other consideration. Unless a city



wishes to accept a standard of leadership and service much less than the best, it must:

1. Select wisely and only those who are professionally apt and personally desirable.
2. Provide the best training possible.
3. Establish personnel policies and practices that make for desirable and acceptable conditions of work.

A Challenging Career

To college trained women who believe that work with the youth of our country is a challenging responsibility, the Camp Fire Girls organization offers opportunities for an interesting and satisfying career.

Throughout the United States there are more than three hundred sixty thousand Camp Fire Girls between the ages of seven and eighteen. To the administration of this program the professional worker must bring a sincere interest in people. She helps to obtain, train and supervise volunteer leaders. She works with local board members, council committees and community leaders. The direction of a summer camp is often her responsibility. In every aspect of the job there is opportunity for creative thinking, originality and initiative, a challenge to be met.

Personnel Services of the NATIONAL

The Recreation Personnel Service of National Recreation Association is the national central clearinghouse for prospective employers in need of recreation personnel and for professionally prepared candidates seeking recreation positions. Its purpose is to serve recreation agencies, prospective employers, and professional leaders in the interest of extending and enriching the recreation movement.

How It Functions

Its staff of three, together with stenographic and clerical assistance, works throughout the year recruiting, selecting, classifying and placing recreation workers. It provides specialized services to the professional people in the field and to the communities, agencies, and executives who employ them.

For Career Workers—An opportunity is offered to the individual to register as a professional worker in the recreation field. This registration assures each person that if he wishes, his professional record will be maintained at National Recreation Association headquarters. The original registration is done on a standard personnel form which is also adapted for use in placement service.

As each person registers, he is classified according to education, experience, skills, and positions desired. References are accumulated with the candidate's permission and filed for immediate or future use. This insures that a complete set of credentials with references can be made available to employers without delay when the applicant desires a new position. Such information is made available with the candidate's permission and in accordance with his wishes. Periodic check-up questionnaires make it easy for workers in the field to keep the cumulative record up to date and accurate.

Guidance, counseling, and response to inquiries regarding professional opportunities, sources of training, types of positions, job requirements and worker qualifications, salaries and working conditions are supplementary services.

For Communities—Park and recreation departments, hospitals, institutions, voluntary agencies, civil service commissions, industries and the armed services turn to Recreation Personnel Service for consultation and advice on personnel standards, policies and practices, procedures in recruiting, selection and placement of recreation personnel. Additional information is available on salary schedules, qualifications for workers, job specifications, working conditions in the field, and in-service training opportunities for paid and volunteer workers.

The central personnel service maintains a constantly changing pool of people qualified for and interested in recreation positions of many types in all geographical areas of the country. Employers may draw from this group and Recreation Personnel Service will screen and select individuals in one of four ways:

1. A carefully selected group may be chosen and their confidential credentials submitted to the employing agency. Candidates may or may not be notified, depending upon the request of the agency.
2. Candidates may be notified and requested to apply directly to the employing agencies with the understanding that complete sets of credentials will be submitted by Recreation Personnel Service as it becomes advisable.
3. A list of prospects, with their addresses, may be submitted directly to the employer so that he may approach candidates personally.
4. Additional service is rendered when wide publicity is desirable and requests are submitted in advance. Job notices are then publicized through our various mailing channels.

For Colleges. The association is keeping in touch with colleges and universities and continues to provide opportunities for their graduates to register for personnel service. Personal visits are made to schools for the purpose of interviewing students and advising them with reference to the field. Universities are assisted with problems related to their recreation curriculums and the National Recreation Congress programs include college training sessions. The schools are kept informed regarding the demand for leaders and the types of positions available. Other information relative to training and employment conditions is available upon request. Up-to-date lists of colleges offering major recreation curriculums are maintained and made available, and their training programs are interpreted to prospective students, employers and to the recreation profession. These services are being maintained and increased.

Membership and participation in professional groups and related agencies help to make the overall personnel service more effective. Also, the general resources of the association—the research, consultation and field services—contribute greatly to the development and maintenance of desirable standards and conditions for workers and employers. Through our personnel and field staffs we are able to make personal follow-ups and maintain current reports on the development and growth of professional leaders

Responsibilities

Personnel service is not a one-way street. All the responsibility does not rest with the association. Effective service depends upon teamwork and

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MR. SUTHERLAND *is the director of the Recreation Personnel Service of NRA.*

full cooperation involving candidates, employers, college training centers and the association.

The Employer's responsibility includes the provision of a statement covering the following items: (1) the name and location of the employing agency; (2) the full name and address of the person to receive communications; (3) a statement about the special conditions and characteristics of the agency, neighborhood or city; (4) a description of the position listing its major duties and responsibilities; (5) qualifications desired of the candidate, such as personality traits, training, experience, age, sex and marital status; (6) salary schedule; (7) date employment begins; (8) statement of personnel policies and practices.

The employer has the further responsibility of keeping us informed of his progress and advising of any major change in the situation. He is obligated to respect the confidential nature of personnel credentials and to return all records promptly after they have served their purpose. He is expected to acknowledge correspondence from candidates and treat them all in a fair and courteous manner.

The Candidates are responsible for filling out application forms adequately and accurately. Additional information required should be submitted as requested. They are expected to be prompt in answering all communications and in reporting changes in their employment status. New information should be reported promptly, such as: change of address, additional training, new assignments, change in marital status or number of children. Agreements and appointments should be kept and a high standard of behavior, personally and professionally, is assumed.

Professors also have responsibility in this personnel business. In many respects, theirs is the greatest of all. In the first place, they are responsible for recruiting and selecting competent students. The selection process is, according to some authorities, an academic exercise unless the number of would-be students exceeds by fifty per cent the number who can be admitted. Under less favorable conditions, only the obviously unfit are eliminated. It is not fair to the student, the college, or the profession to allow a person who lacks desirable qualifications to enter and remain in the professional curriculum. The number of years of schooling is not an accurate measure of the quality and ability of the person. Qualities of the mind and heart are primary requisites to good leadership. Devices, techniques and methods are adjuncts to, but cannot be substituted for, these qualities.

Professors should make sure that students know how to apply for jobs, how to present themselves in written communication and how to conduct themselves in personal interviews. Lack of preparation in these matters may nullify much of the professional and formal training. They are responsible for assisting directly or indirectly in the placement of those trained. They are obligated to follow up graduates, to help assure success in the early years of their careers and to determine the effectiveness of the professional training. They are expected to submit honest and adequate appraisals regarding their students, as a guide to us who are trying to place them.

Factors Influencing Employment

Factors that influence and determine employment according to employers, candidates and personnel specialists, whether good or bad, can be summed up as follows: (1) education and preparation, (2) experience, (3) personality and character, (4) intelligence, (5) health, (6) luck and chance, (7) prejudice and favoritism, (8) supply and demand.

Whether these factors *should* determine employment in all cases is not the point; whether we like it or not, they very often *do* determine it. The first five factors have to do with the individual. He can do something about them, and they are more or less within his control. The other factors, however, are for the most part beyond his control, as, for instance, the forces of emotion unfortunately expressed in prejudice and favoritism. In spite of proved fitness, the candidate can do little in the face of prejudices when they exist for and against persons on the basis of age, sex, race, marital status, religion, political affiliation, economic views, or place of residence.

The factors of supply and demand set aside or nullify much or all that the individual can do. This factor is influenced by economic conditions and by political, financial and educational policies; and from the standpoint of the candidate, it makes little difference whether these conditions are real or fancied, wise or unwise. An oversupply of workers in the recreation field means persons out of work. Also, it means stationary or falling salaries for those who have jobs. In general, this situation is a dangerous hazard to all personnel standards and a threat to the recreation movement, as well as to the profession as a career field.

New Services

The personnel staff of the National Recreation Association has been augmented to meet the new and increased demands growing out of the national defense situation. A national roster for the registration of park and recrea-

RECREATION ASSOCIATION

W. C. Sutherland

This article is based on address given at the third annual meeting of the "College Recreation Association." It is published here because of many inquiries, upon request of those present and of others who were not able to attend.

tion personnel has been established as a defense measure. Special attention has been and will continue to be given to the needs of the various branches of the armed forces.

It is hoped that, as soon as some of the emergency needs are met, more can be done to channel additional positions into the personnel service and into the college recreation training centers. We need a more complete listing of the staff positions in the classifications appropriate for beginners with professional training but with little or no experience. In the highly populated and urbanized East more of these positions are received. Consequently, we are able to place more graduates with varying degrees of qualifications. On the other hand, we are not—at the moment—able to place younger leaders as rapidly in the less industrialized and more rural sections. This means that we are more helpful to graduates of some schools after they have been in the field for three to five years and are ready for larger responsibility in top supervisory and administrative positions.

There are many agencies, public and private, that are not adequately informed regarding the association's personnel services and the improved recreation training programs at many of the colleges and universities.

We are hoping to be able to keep the colleges better informed regarding developments in the field as it relates to the demand for leaders. We want to place material on standards in the hands of more employing groups and to advise them of the high calibre of people who are being trained in our well-balanced recreation curriculums. There is need for more and better vocational material to dramatize the role of the recreation leader in our effort to recruit better students for professional training.

Job Situation

The number of executive positions filled in 1951 showed a slight increase over 1950. The executive positions filled by the association during 1951 were in a salary range of three thousand to six thousand dollars. The median salary was four thousand two hundred dollars. The demand for women has been especially heavy, primarily because of the large number needed in the army special service club program overseas. For the most part, these positions have been for club directors and program people. The various army area headquarters in the continental United States have absorbed quite a few. Recruiting for this emergency defense service will continue to be systematic.

The usual staff positions, mostly for well-balanced program people, will probably show an increase. The number of requests from institutions, especially hospitals, should show a decided increase.

The number of vacancies occurring annually for recreation leaders in public and private agencies is estimated conservatively at fifteen hundred. This does not include the war emergency jobs with the military.

The *1950 Yearbook* reports a total of 6,784 full-time, year-round workers in public recreation systems. This is a gain of 885 positions since 1948. This two-year annual average of 442 new positions looks very good compared with the twelve-year average gain of only 140 per year from 1935 to 1946. The annual average increase from 1946 to 1948 was 376 positions. This new rate of increase is most encouraging. Since full-time positions occasionally develop from part-time assignments, it is interesting to note that the latter increased from 42,649 in 1948 to 51,245 in 1950—a net gain of 8,596 part-time and seasonal positions. The number of volunteers increased from 89,234 in 1948 to 104,589 in 1950 for a gain of 15,355 volunteers in the same two-year period.

Leadership All Important

There are still too many employing agencies willing to accept anyone who shows up with a letter of introduction from the "right party." There are still too many professional training schools admitting all comers without enough concern for their qualities of leadership or promise for success. We need to get more "steamed up" about this business of personnel and radiate our enthusiasm and convictions to others.

Personnel is the central powerhouse of the recreation movement. It is the heart and soul of our profession, the "key" to the future and to the fulfillment of our purpose. The colleges and universities are carrying too large a part of the responsibility for the recruiting and selection of our future leaders. This is so because the profession itself has not yet awakened to its responsibility. This is a serious matter because the profession that does not recruit its own membership is doomed. It is good that the college recreation educators realize the seriousness and magnitude of this task, for recruiting and selection are important foundation stones upon which rest the extent and quality of recreation service now and in the years to come.

The college recreation educators are important members of the recreation team—they are the first line of attack. Their training programs are improving rapidly, and they deserve the respect and support of the recreation profession.

Volunteer Leader

Last year, as an outgrowth of their classes in marionette making and handling, Patterson Park recreation center in Baltimore, Maryland, developed a teen-age volunteer leader. Fifteen-year-old Robert Petza became so interested in the project that together with his father he built and wired a marionette stage. Soon he began writing and producing shows, and he and his friends spent hours making scenery, reconstructing and redressing marionettes, selecting records and making plans. Shows were given at the center on special holidays. In the spring, Robert asked to be a volunteer leader, and each day during the summer he assisted with the general playground program, while once a week he conducted a special marionette class.

So successful were the marionette shows that his father helped him build a portable stage, and "Bob's Marionettes" toured Baltimore, staging shows for children of other playgrounds and recreation centers.

Fall and winter classes and shows followed this successful beginning. Not only did one recreation center gain an active program and the entire city of Baltimore benefit from it, but a career may have been launched, as Robert and his group are scheduled to appear locally on television.

Summer Recreation

LONG EXPERIENCE has proved that an efficient recreation director usually becomes a community leader, and he soon has many voluntary assistants in every part of his program. He must be a diplomat, whose ideas and guidance come to the surface in other persons' performances, expressions of their desires and their cooperation. Lack of interest, lack of personality and laziness on the part of the recreation director result in poor programs, small attendance and no interest by the adults in the community.

Leadership Qualifications: The need of playground equipment pales into insignificance beside the need for special "equipment" on the part of the playground director. The following are some of the personal qualities necessary: *personality*, to attract others; *executive ability*, to make orders carry weight; *common sense*, plus a good sense of humor; *courtesy* and tactfulness, combined with patience; *robust health; alertness; enthusiasm.*

Personal hints: Develop confidence through preparedness. Confidence is acquired through experience, but even the experienced leader enjoys such confidence only when he is thoroughly prepared to do the particular work at hand. Be enthusiastic. The successful game leader must spontaneously enjoy his work of leading quite as much as the players enjoy playing. Leadership must be carried out in the spirit of play. The avenue of least resistance is *not* the way to real recreation leadership.

Helps for Program Planning: The following suggested schedules, weekly and daily, are samples of the type of preliminary planning which will be helpful in organizing the summer recreation program.

The summer schedule lists a featured activity for each week and one or more special events, with some suggestions to guide the director in advance preparation. For example, the fourth week might have an "On Wheels" contest, including tricycle, bicycle, scooter, pushmobile and roller skate races, doll buggy parade, novelty events and contests for construction of best pushmobiles. Construction work should start during the second week. Practicing for the various events will be done for one or two weeks in advance. Publicity and other necessary arrangements should be made during the third week.

The weekly and daily schedules suggested assume that there would be one man and one woman leader on each playground. In case only one leader is available for the playground, use must be made of volunteer leadership, or the schedules be substantially reduced. In the weekly schedule, while one person is conducting instruction in golf or tennis, the other leader would be at the playground getting out the equipment and taking care of preliminaries as indicated on the daily schedule. Definite activities are scheduled for each day of the week at specified times. This is important in order that participants and volunteer leaders may know exactly when the activities in which they are interested will be scheduled.

For example, a leader may be available for storytelling on Monday morning for younger children, and on Tuesday and Thursday afternoon for upper elementary children, or league games in softball may be scheduled for Monday and Wednesday afternoons. The weekly and daily schedules should clearly show these points. The daily schedule indicates the types of activities which would be provided for each age group at specified times during the day. Posting of such schedules on the playground bulletin boards and publishing the information in the newspapers will enable children and parents to know how to plan their time.

From *Summer Recreation, The Organization of a Community-Wide Program.* Prepared by The Youth Conservation Commission, 117 University Place, St. Paul, Minnesota. Available free.

Designation	*Featured Special Events*	*Suggestions for Preparation*
FIRST WEEK—Organization	Treasure Hunt and Hike.	Take inventory of supplies and equipment. See that facilities are in good condition. Hold general practices; set up organizational meetings, practice schedules for athletic leagues—midgets, juniors, intermediates, seniors, "old-timers" slowball. Start to organize clubs—garden, drama, bicycle, camera. Select, work with committee to plan treasure hunt hike. Get acquainted with children; try to discover junior leaders. Teach proper use of playground facilities. Arrange for second week swimming instruction; publicize "Learn to Swim" week, post schedules, rules and regulations.
SECOND—Learn to Swim Week	Instruction—Swimming, Life saving, Water Carnival. Bicycle Club. Hike.	Begin work on swimming badge tests. Make preliminary arrangements for trip for third week. Begin construction of pushmobiles for "On Wheels" contest. Organize committees for Fourth of July celebration. Appoint junior leaders to assist in daily activities.
THIRD—Know Your Community Week	Trips to parks, zoo, industrial concerns, historical places. Bonfire sings. Nature study. Field trips. Picnics.	Special events (community sings, stunts, quiz programs) for intermission at band concerts. Make necessary arrangements for "On Wheels" contest—use of streets, police protection, publicity, registration.
FOURTH—"On Wheels" Week	"On Wheels" contests. Doll buggy parade. Races for scooters, tricycles, bicycles, pushmobiles, wagons, roller skates; novelty events. Pushmobile construction. Music Festival.	Make final plans for Fourth of July celebration. Publish week to week results of all league competition. Work on swimming and athletic badge tests. Develop projects for arts and crafts groups.
FIFTH—Nature Week	Trip to park, picnic grounds or area suitable for nature study. Fourth of July celebration. One-day camp. Overnight camp. Camera hike.	Arrange with library for display of books on nature. Identification of trees and shrubs on playground. Encourage nature collections. Begin teaching folk dances for square dance festival. Prepare for camera club exhibit.
SIXTH—Camera and Movie Week	Camera and Movie Exhibit	Encourage commercial concerns to exhibit camera and movie supplies and materials. Prepare for arts and crafts exhibits, arrange for demonstration.
SEVENTH—Arts and Crafts Week	Arts and Crafts Exhibit: woodwork, coloring, pastels, metal tapping, weaving, knitting, clay modeling, and so on. Soap carving contests. Sandcraft contest.	Make preliminary plans for Hobby Week. Prepare for Athletic Week—publicity, entries for all events, arrange for simple awards, post schedules for week and tournament drawings on bulletin board.
EIGHTH—Athletic Week	Track and Field Meet. Horseshoe Contests. Archery Contests. Tournaments in tennis, golf, volleyball, table tennis, paddle tennis, and so on. Swimming meet.	Prepare for Hobby Week—publicity, contact people with special hobbies, arrange for flower show, pet show.
NINTH—Hobby Week	Hobby Exhibit. Flower Show. Pet Show. Drama Festival. Kite Day. Model Boat Regatta. Model Airplane Show.	Prepare publicity to encourage community-wide participation in recreation activities during "Community Week." Complete league schedules.
TENTH—Community Week	Playground Demonstration or "Know Your Playground" Day. Achievement Exhibit. Square Dance Festival. Progressive Game. Party.	Arrange for final play-off games in league competition. Close playgrounds—inventory, repair equipment, store supplies, prepare reports.

AVAILABILITY Check day of week or month, and hours, you can teach, direct or supervise an activity.

DAY

M. T. W. Th. F. Sat. Sun.

_____

HOW OFTEN

Once a week_____

Once a month_____

Other_____

TIME

Morning_____

Afternoon_____

Evening_____

Maximum number you prefer in your group or activity _____ With what age group_____

and sex_____ do you prefer to work?

Please indicate names of others who might be interested in serving their community.

NAME_____ ADDRESS_____ PHONE_____

PLEASE RETURN THIS FORM TO _____

SAMPLE DAILY SCHEDULE (Two leaders with volunteer assistance)

TIME	CHILDREN UNDER 8	CHILDREN 8 - 11	CHILDREN 12 and over
MORNING	Get out equipment, inspect apparatus and play aress, mark courts and fields, distribute game supplies, post announcements, organize groups*		
	Group games) Singing games) *½ hour each Apparatus play #	Low organized games** Apparatus play # Team and group games **	Informal team & groups games* Table games # Stunts and tests *
	ATTENDANCE TAKEN		AREAS CLEANED
	Sand box play # Block building # Handcraft * Story telling **	League games ** Handcraft, quiet games * Nature activities * Badge tests and stunts **	Handcraft * Nature activities ** Quiet games # Badge tests and stunts **
NOON HOUR	CHECK IN MATERIALS		
AFTERNOON	PREPARE FOR AFTERNOON PROGRAM		
	Sand box # Apparatus #	Group games * Music, dramatics, story telling ** Apparatus play #	Individual games # Athletic events ** Organized team games *
	ATTENDANCE TAKEN		
	Low organized games * Sandbox & apparatus play # Watching other events #	Contests, Tournaments * Handcraft ** Special features - preparations #	Organized team games ** Preparation for coming events # Handcraft **
DINNER HOUR	CHECK IN MATERIALS	CHECK PLAYGROUND	PLAYGROUND USED INFORMALLY
EVENING	Free play, Quiet games	Self-organized games Watching other activities #	League games in softball, volleyball, archery, horseshoes, etc. *

* *Indicates leader directed*
** " *volunteer leader (junior or adult)*
\# *Indicates free play - may have leadership, if available.*

SAMPLE WEEKLY SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING	Golf Group Games Singing Games Apparatus Play Softball League Games Story Telling	Golf Instruction Low Organized Games Tests & Stunts Handcraft	Golf Music Activities (orchestra) Tests & Stunts Music Activities (band) Handcraft	Tennis Instruction Group & Singing Games Softball League Games Handcraft	Golf Free Play Preparation for Special Weekly Feature	Tests and Stunts Group Games
	An Occasional Picnic					
AFTERNOON	Apparatus Play Table Games Sandbox League Contests Sandbox Apparatus Play	Story Telling Dramatics Music Handcraft Preperation for Tournaments & Special Contests	Group Games Instrumental Group Practice League Contests	Music Dramatics Story Telling Hiking Swimming Club meetings	Preparation for Special Feetures Special Weekly Feature	
	An Occasional Weiner Roast and Bonfire Sing					
EVENING	Volleyball Archery Horseshoe Deck Tennis Aerial Darts, etc. League Games for Men	League Contests For High School Boys & Girls League Games for Women	Preparation for Special Features Community Night Band Concerts Special Features	League Contests For High School Boys & Girls League Games for Men	Volleyball Archery Horseshoe Aerial Darts Deck Tennis Quoits, etc. League Games for Women	

Note: *Children not in formal activity may utilize equipment and space not required for the directed program.*

Arrangements may be made for free use of local golf course by high school students during early morning hours when it is not in great demand by regular club members.

Requests for instruction in golf and tennis might be satisfied by scheduling an hour per week for mass instruction in each of these activities.

COMMUNITY VOLUNTEER FORM—Among the many types of record forms that are suggested for use in connection with the summer recreation program is one relating to volunteers. A form of this type is helpful in recruiting volunteers and in using them effectively.

NAME_____ SEX_____ AGE_____

ADDRESS_____ Date of this report_____

PHONE (Bus.)_____ (Res.)_____ Do you have a car?_____

You need not be highly skilled in an activity in order to serve as a volunteer. The essential requirements are an interest in the activity or program. Please check any of the following which you would like to teach or supervise.

ATHLETICS

- ☐ Archery
- ☐ Baseball
- ☐ Basketball
- ☐ Bowling
- ☐ Tennis
- ☐ Swimming
- ☐ Football
- ☐ Golf
- ☐ Hockey
- ☐ Skating
- ☐ Skiing
- ☐ Softball
- ☐ Volleyball
- ☐ _____

CLUBS

- ☐ Boy Scouts
- ☐ Cubs
- ☐ Girl Scouts
- ☐ Brownies
- ☐ Camp Fire Girls
- ☐ YMCA
- ☐ 4-H
- ☐ F. F. A.
- ☐ F. H. A.
- ☐ School Clubs?_____
- ☐ Church Clubs?_____
- ☐ Garden Clubs?_____
- ☐ Others_____

CRAFTS

- ☐ Paper
- ☐ Wood
- ☐ Metal
- ☐ Oil Painting
- ☐ Water Colors
- ☐ Drawings
- ☐ Stencilling
- ☐ Block Printing
- ☐ Leather Work
- ☐ Sewing
- ☐ Others

_____

DANCING

- ☐ Folk
- ☐ Square
- ☐ Tap
- ☐ Ballet
- ☐ Modern

DRAMATICS

- ☐ Stagecraft
- ☐ Direction
- ☐ Acting
- ☐ Puppetry
- ☐ Marionettes

HOBBIES

- ☐ Photography
- ☐ Stamp Collecting
- ☐ Coins
- ☐ Flowers
- ☐ Insects
- ☐ Others

_____

HOME ARTS

- ☐ Cooking
- ☐ Decorating
- ☐ Others

_____

OUTDOORS

- ☐ Camping
- ☐ Cooking
- ☐ Bicycling
- ☐ Bait Casting
- ☐ Fly Casting
- ☐ Hunting
- ☐ Hiking
- ☐ Nature Lore

MUSIC

- ☐ Group singing
- ☐ Choral groups
- ☐ Band
- ☐ Orchestra
- ☐ Instruments (kinds)

SOCIAL ACTIVITIES

- ☐ Dances
- ☐ Parties
- ☐ Picnics
- ☐ Tours
- ☐ Community meetings
- ☐ Storytelling
- ☐ Cards

WELFARE

- ☐ Pre-school
- ☐ Nursery
- ☐ Home visits
- ☐ Service to Handicapped

_____

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Summer Items

Playground Hours

Adaptation of the hours of summer playground operation to meet local conditions is reported in Peoria, Illinois. For a number of years the Peoria playgrounds were open afternoons and evenings. A check of the attendance records showed the evening participation to be approximately twice that of the afternoon. Several of the playgrounds have little or no shade, and the recreation authorities believe that the heat during the afternoon hours cut down on the participation. Last year, therefore, the playgrounds were open during the morning and evening hours, with the result that the morning attendance nearly equalled that during the evening. Thus, the total attendance was increased approximately twenty-five per cent. The plan of closing the playgrounds during the afternoon was, therefore, continued in Peoria during the 1951 season. Children are encouraged to visit the swimming pools during the afternoon. The new schedule has been accepted with enthusiasm by both adults and children.

Golf

In Cincinnati, Ohio, high school students are given special golf lesson rates of twenty-five cents per lesson. This applies through the summer before ten in the morning two days a week at each course, and after two-thirty in the afternoon on these days during the school year.

chance. All players are asked to shut their eyes and draw a pig. Score: most successful drawing, 4; next, 3; and so on, as at Table Three.

Table Five. Memory contest. A tray containing about twenty-five objects is passed around. Players are asked to look closely at the objects. Tray is removed and they write them down. Such objects are shown as spool of thread, key ring, penny, pencil, pen, notebook, can-opener, scissors, watch. Score: actual number of correct objects.

Table Six. Blindfold contest. Players at this table are taken, one at a time, behind a screen, where they are blindfolded, and guess from smelling things held up to them what they are. Person in charge of this game keeps the score. Objects held up to smell may include onion, sausage, cheese, Listerine, sage, lemon, Ivory soap, flower. Score: actual number of objects identified.

The Lost Gift—A table serves as a hunting ground. A man and girl are chosen as the hunter and the gift, both are blindfolded.

Action: Both put their hands on the table at the opposite corners, and at the signal from the leader, start to move around the table, the girl trying to avoid the man while he tries to catch her. Both move slowly and quietly so as to hear the other's movements. At the clash, which always comes as a complete surprise to both the hunter and the hunted, a new couple is chosen. After two or three couples have played, have the last "gift" quietly removed and more laughs are gained as the hunter continues to try and locate her.
(From National Recreation Training Institute, Kansas City, Missouri.)

Check List

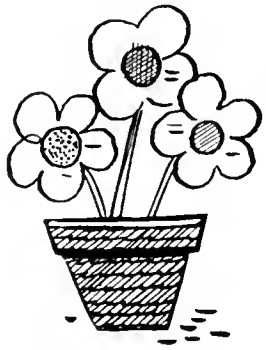
Have you the following materials on your professional shelves?

Preparing a Dinner for A Mother and Daughter Party (P 4)	$.10
Treasure Hunts (MP 212)	$.35
Gay Nineties (MP 314)	$.35
Indoor Carnival (MP 392)	$.15
Picnic Programs (MP 251)	$.15
Everybody's Birthday Party (P 24)	$.10

Order from National Recreation Association, 315 Fourth Avenue, New York 10.

(Fold Back)

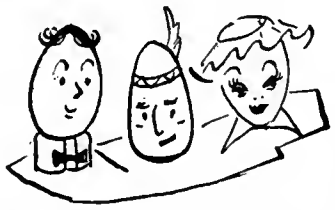
Recipes for Fun



RANDOM IDEAS FOR SPRING

Have You Tried?

An Easter Breakfast—Church women are glad to volunteer help for such a project, and to serve the meal. Use your community center facilities if possible; if not, one of the churches or some other local group can be persuaded to contribute facilities. Tall white tapers and baskets of flowers make excellent decorations for this. One or two community ministers may be interested in attending as guests, and giving a brief informal talk. This event would be especially appealing to any servicemen in your locality.



An Easter Egg Decorating Party—Boil up the eggs ahead of time and put them out on a table with paste, yarn, crepe paper, paint, lace veiling, feathers or other odds and ends of material that lend themselves to this purpose. Provide some simple implements to work with and start the party by having two or three persons casually working on the eggs. You'll find that everyone is flocking around them in no time, asking if they can help. The fun can be hilarious, and at the end of the evening, prizes can be given for the best, funniest, and so on.

An Old-Timer Gathering—Ask some local old-timers to come in and tell stories of local history and experiences. Try to find some colorful oldsters, who can bring old papers, weapons or other mementos of the past. At one such gathering, a rancher displayed fascinating old diaries of early settlers and original copies of transactions in water rights with the Mexican government. It might be amusing if someone had made a collection of photographs or designs of old styles in clothes for both men and women.

Easter Music — The introduction, at any gathering, of about fifteen minutes of classical or sacred Easter music — at this time of year — will be deeply enjoyed. You will find, too, that it will bring a restful and delightful atmosphere to a hilariously active group.

A May Day Dance — A May Pole serves gaily as a focal point in a blossom bedecked room. Groups of young people love to make special trips into the country for the decorations for such a dance, or to decorate May baskets for favors. Girls should be given a flower for their hair, boys one for their buttonhole.

A Wrestling, Boxing and Tumbling Group — For local high school boys or for young servicemen stationed in your area, trained and able volunteer leadership should be available from among local physical education instructors.

A Hospitality Hour — On either Saturday or Sunday (preferably the latter) establish a hospitality hour in your community center. Invite people from local housing projects and nearby military installations, city fathers, parents, local civic leaders, board members, and so on to call upon you. This is an excellent way in which to establish good community relationships and a good way in which to interpret your work to the community. Show them your center, any activities that may be in session and serve light refreshments — cookies, tea or coffee.

A Book Cruise — Since book reviews are not very attractive to young people, why not suggest that your young folks plan skits from some of the books considered good reading for high school boys and girls, or even for older young adults? In one city young teen-agers planned a summer project to encourage reading, calling it "An Adventurous Cruise Through Books." Publications were selected from a recommended high school list. (The new *Summer Vacations — U. S. A.*, being published in April 1952, will lend itself to this kind of treatment.—Ed.)

Services to Local Institutions — A group or committee can study continuously the needs of local hospitals, children's homes, old folks' homes and like institutions, drawing up service projects, collecting books and games, making toys, scrap books, games, and so on for their groups. Being of service is an important experience, and the group can glamorize it even further by giving themselves a streamlined name, developing good working relationships with the administration of the various institutions, holding "workshop" meetings or social gatherings of their own.

An Embryonic Drama Group or Club — At the beginning, this group of young people — just for the fun of it — makes up skits about daily experiences familiar to all, and gives them for other groups at the community center, at social gatherings, meetings, and so on. This can be a start toward a group which will become interested in more serious drama, in reading parts from plays and eventually progressing to real productions. Guidance is needed, of course, and very often the drama, or English, instructor at the high school, or some other interested and talented volunteer, can be persuaded to take such a group under her wing.

(Fold Along This Line)

Games

Set up six bridge tables (more if necessary and increase number of games accordingly) with four players at each table. At the end of the first game the high couple at each table progresses. After the first game the couple longest at the table, regardless of score, progresses. In this way no one is embarrassed by being detained at one table and every player becomes acquainted with more of the other guests. A time limit of five or ten minutes is announced for each game by the scorekeeper. There are no partners. Each player keeps her own score on her tally, adding the scores made at all six tables. High score wins. First, second and third prizes may be given, if desired.

Table One. Picking up beans with toothpicks. Each player is provided with two toothpicks and two shallow paper cups. One cup is full of beans. At a signal, players transfer beans from one cup to the other by means of toothpicks and enter on their scores actual number of beans picked up.

Table Two. Needle-threading contest. Each player has a pack of needles (very large eyes) and a spool of thread. A signal is given, and each player threads as many needles as she can, tying a knot in each thread. Each player writes down number threaded.

Table Three. Word guessing contest. A page of newsprint (sheet of newspaper or large magazine) is passed around the table. Each player is asked to write down the total number of words she guesses are on the page. Score: nearest guess, 4; next, 3; next 2; next, 1.

Table Four. Pig drawing contest. This gives the artistic players a

Helena Braddock Lamp

Something New in PLAYGROUNDS

Run, jump, climb, crawl, hide! Fun on concrete and cinder-block structures.

The Parkside Elementary School in Silver Springs, Maryland, last week completed, with father-labor, an imaginative new playground which should help to revise present-day concepts of equipment for public play areas for children. The playground was conceived and designed by Samuel Snyder, young electronics engineer with the navy department, when he was chairman of the Parent-Teacher Association Playground Committee.

The design of the playground is directly related to the school's philosophy of "learning through doing," and to the desire of the staff for play equipment on which the children may use their imaginations as well as their muscles. It also provides continuous activity for large numbers of children, thus circumventing the age-old playground problem of the more aggressive children taking over, while the shyer and smaller children spend most of their time waiting their turn.

The playground is a concrete and cinder-block structure, sixty by sixty feet, embracing ramps and steps for running and jumping, three culverts for crawling through, a fireman's pole for sliding and shinnying, an "inching ledge" along which the children can creep by clinging to the bare wall, and even a "secret" passage. The only items that are subject to weather and wear are movable dowel sticks that can be placed into apertures in the walls to form ladders and shinnying bars. There is an amphitheatre, suitable for outdoor classes, seating seventy-five children. There are also a number of auxiliary structures surrounding the central one. They include a small house for playing "dolls" or "store" or "pirate's lair," a foxhole, an airplane, a ship, a spiral staircase, a hop-scotch court, jump-off ledges, hurdles, and a corral. So sturdy is the construction that there will be little if any cost for deterioration and replacement.

Careful attention was given to the safety features of the structure, which rises in one place to a height of eight feet. The children are protected on the higher ramps by an iron railing with openings too small for them to be

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pushed through. In the spring, a mixture of sand and sawdust will soften the ground around jumping ledges. In the three months of the playground's operation, there have been fewer cuts and bruises than on the conventional graveled playing field according to a report by the principal.

Whole Community Helps Out

To make the playground financially feasible for the PTA treasury, Mr. Snyder hit upon the novel idea of having the fathers of the school's four hundred children act as volunteer construction men. Except for land-clearing by a board of education bulldozer, all work of excavating for foundations, brick-laying, form-building, and so forth, was done by crews of fifteen or twenty volunteers, working two or three evenings a week and all day Saturdays and Sundays, over a two-month period. The PTA was thus able to provide a ten thousand dollar structure for a cost of two thousand six hundred dollars, all of which has been raised during two school years by an annual Christmas Book Fair and an annual Spring Fair.

The playground project had a unifying effect upon both the school and the community. With ninety per cent of the fathers participating on construction, and the mothers cooperating on fund raising (they also served coffee and doughnuts at most work sessions), the PTA was welded solidly together. In the community widespread interest was aroused. The volunteer fire department supplied searchlights for night work, the park commission gave log railing, a local factory donated lumber for concrete forms, and radio stations and newspapers in the vicinity took the initiative in publicizing the project.

Even the children had a hand in building their playground. Many older boys helped their fathers lay bricks, and the sixth graders who were studying conservation used an eroded hill behind the structure as an object-lesson. They constructed drains, a retaining wall, steps down the hillside, and covered the slopes with planting to stop the erosion and beautify the area. They carried the project into art and mathematics classes by running a school bazaar of children-made objects to finance the shrubbery.

Children Enthusiastic

The real test of the playground came when it was turned over to the children, who greeted it with wild enthusiasm and use it at every opportunity. As one small boy put it, "Gee, you can play some real games on this! It's better than some old swing where you wait all the time, and then you just sit there, anyway." As many as two hundred children have used the playground simultaneously with activity for all.

A number of schools and communities across the nation have inquired as to how to build and how to finance similar structures. The Parkside children, the school staff and the PTA are all so enthusiastic about their challenging new play area that they hope to make the ideas accessible to many other groups. The playground is stimulating and satisfying to the children. It is durable and inexpensive to keep up; and through volunteer labor, it can be feasible financially even for the relatively small school or community.

by Bernard Ballantine

HOT DOG. *This is it!*

SINCE EVERYONE IS MAKING a survey of one kind or another these days, I might as well get into the swim and tell the many readers of RECREATION magazine about the results of the survey I took one warm afternoon last summer at Briggs Stadium, home of the Detroit Tigers. This survey was made with the thought of trying to find out whether baseball is still our national pastime. (Somewhere I had heard that television was pressing baseball for the number one rating.)

Without mincing any words or using a lot of boring statistics, let's take the survey, proceeding from character to character. The first person talked to was usher number eleven.

"Mr. Usher," I opened up, "do you think baseball is still our national pastime, or do you prefer television or maybe even checkers?"

"I dunno, sir," he replied. "All I know is that my pet corn is kicking up quite a fuss today, and I would like to go home. If I could leave now, I'd make it home in time to see and hear Hopalong round up those culprits he was after yesterday."

Realizing I wasn't making much headway with my survey, I shunted usher number eleven aside and grabbed a peanut vendor by the arm.

"Say," I addressed the goober merchant, "what do you think of baseball as compared with the other sports?"

"Man, it's the greatest game on earth. Why, there's more peanuts sold at baseball parks than at all other sporting events combined. Without baseball the peanut business would be just a shell of its present self."

Encouraged by the peanut hawker's claim, I made my way to another part of the park so as to obtain a cross-section view. My next subject was a hot dog dispenser.

"My good man," I said to the puppy merchant, "would you mind telling me why you like baseball?"

"Likka da baseball? Likka da baseball?" he shouted. "Meester, I likka da hot dogs. I sella da hot dogs. You take uppa my time. I gotta no time to talk da baseball. I sella da hot dogs. You likka one, maybe, with mustard?"

"No," I blurted, and down the aisle he went to dispense his dogs and mustard, leaving me somewhat discouraged and with a large gob of French's special on my sport shirt sleeve. I went to my seat and sat down, forgetting about my survey until the seventh inning, when the Tigers started a rally. In the midst of the rally, I recalled my purpose for being at the stadium and arose to interview a fan behind me.

"Mister," I spoke to the fan politely, "what do you like or dislike about baseball?"

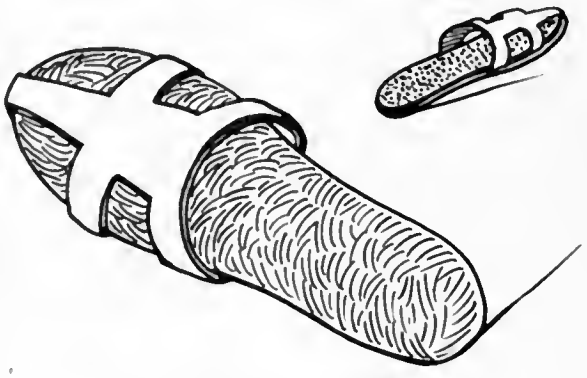
"I can tell you what I dislike," he answered quickly, "and that's guys like you who stand up and block my view, especially at a time like this. Sit down, you jerk."

I responded hurriedly, sensing that I had had enough for the day on the subject of baseball surveys—and hot dogs. Some day maybe I'll disclose the results of another vital survey I made, but right now the butcher boy is knocking at my door with the frankfurters my wife ordered. Did I say frankfurters? I mean hamburger.

MR. BALLANTINE'S *"surveys" in no way interfere with his duties as director of recreation in Roseville, Michigan.*

How To Do IT! by Frank A. Staples

Make Sandals *for* Beach and Swimming Pool.

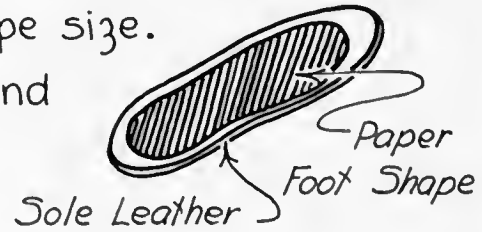


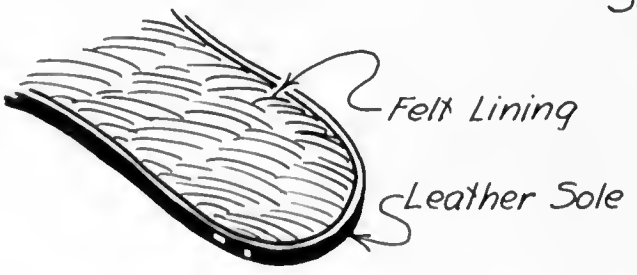
MATERIALS

Sole leather.
Heavy felt.
Canvas or leather.
Cement and tacks.
Heavy paper.

METHOD!

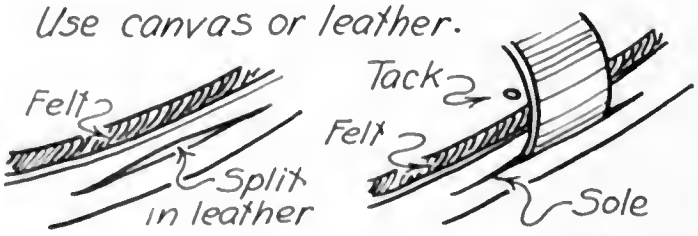
1. Trace foot shape on heavy paper – both right and left.
2. Cut out paper foot shapes and cement to sole leather.
3. Cut sole leather correct foot shape size.
4. Cut felt lining $\frac{1}{16}$" smaller all around than leather sole size.

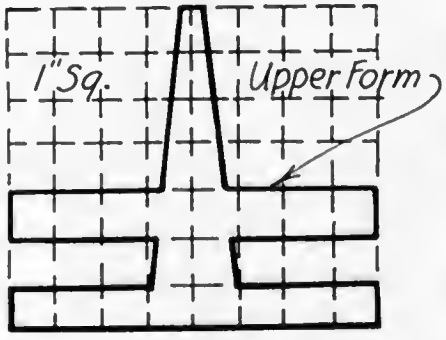




5. Cement felt lining to leather sole.

6. Make upper form to fit foot.
Use canvas or leather.





7. Split leather sole at five points where upper form is to be attached. Cement upper form ends in splits and tack.

no playground is complete without a

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Reg. U. S. Pat. Off.

climbing structure

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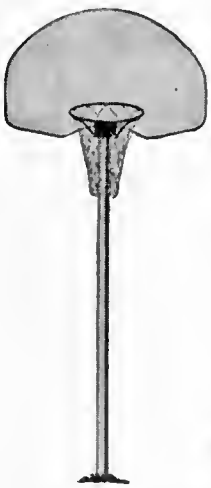
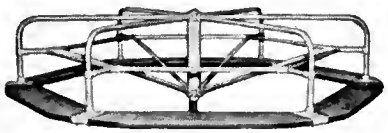


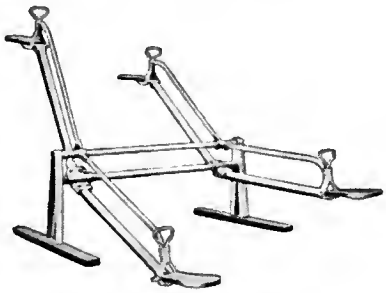
No. 58-F Playground Basketball Backstop

All-Steel fan-shaped bank rigidly mounted on steel mast and braced for permanent service. Finished to withstand the weather. Official.



No. 240 Merry-Go-Round

Will safely accommodate 30 children at one time. Noiseless, no-wobble, no-sway operation. An engineering marvel, and precision-made. Guaranteed.



No. 136 Stratosphere See-Saw

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No. 38 Combination Set

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Reg. U. S. Pat. Off.

A Safe Playground for Every Child

William F. Keller

The element of danger is continuously present on every playground, and all possible precautionary measures must be employed. Safety always should be the primary consideration of the recreation leader.

Although it is estimated that intelligent planning and operation will eliminate at least fifty percent of playground accidents, the fact remains that accidents can and do occur.

A playground should be clean. Thoughtless persons sometimes leave broken bottles, sharp edged empty cans and similar trash where it can be picked up or stepped on by playing children. Even an unbroken bottle can soon become a jagged piece of glass if it is left where a child can get his hands on it.

Since no playground leader, no matter how well trained, can possibly be in all places and see in all directions at once, it behooves both parents and children to cooperate to the fullest extent in order to maintain a safe playground.

Those not swinging should stand back.

Children's cooperation is obtained at the playgrounds in Burbank, California, by the appointment of safety patrols made up of youngsters ranging in age from nine to fifteen. Members of the patrols are given arm bands designating their authority. Adults also render valuable assistance by acting as volunteer supervisors of wading pools, assisting with tiny tot programs, and by calling any hazardous condition to the attention of the leader.

Safety is the purpose of at least ninety percent of all playground rules. If the leader says, "Don't ride your bike on the playground," he is merely trying to prevent some tot from being run down. If he says, "Don't park it in front of the building," his objective is to keep someone from falling over it.

Few, if any, recreation leaders like to keep saying, "No. You can't do this—you can't do that." People come to playgrounds for only one purpose, and that is to have a good time. The leader knows this and tries to go along—but there still exists the problem of safety.

For that reason rules are set up and must be followed. If children and their parents are familiar with these simple regulations and willingly cooperate with the director, it will make for better leadership and a happier, safer playground.

In ballgames: Play only in designated areas away from other activities and where there is little likelihood of the ball rolling into the street; never throw the bat; spectators stand back; no baseball spikes in the lower age groups; no hard soled shoes in basketball.

In swings: Those not swinging keep back; do not climb framework; no jumping off while swing is in motion; no standing or other acrobatics; never run across the swing area.

On slides: Slide feet first; no running up slide; climb the ladder only; keep hands away from sides when coming down; be sure front of slide is clear before coming down.

Teeterboards: Warn other person before getting off; no standing; do not bounce.

General: No throwing of rocks or sand; keep out of play areas of other games; wrestling or rough house only on mats or lawn; stay off walls, fences, high places; do not bring dangerous toys such as air rifles, sling shots, and so on, to the playground; do not attempt to lift heavy objects beyond your strength.

Safety regulations vary at each playground, but the general pattern remains the same. If we all employ courtesy, common sense and consideration for others, there will be very few accidents.

MR. KELLER *serves Burbank, California, as the superintendent of recreation.*

RECREATION

is one of the fields in which
SCHOOL ACTIVITIES

has been serving the schools of America for twenty years. Under the editorship of Dr. Harry C. McKown, well-known authority on extracurricular activities, this monthly magazine promotes the following interests:

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SCHOOL ASSEMBLIES – An assembly program for each week of the school year.
CLASS PLAYS – Help in selecting and staging dramatic productions.
CLASS ORGANIZATIONS – Directions for the successful guidance of school groups.
FINANCING ACTIVITIES – Suggestions for financing student functions.
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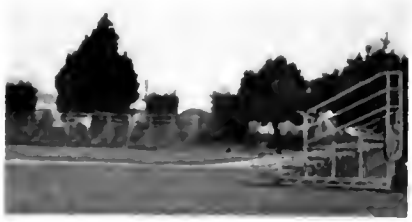
Recreation MARKET NEWS

Bleachers

In San Francisco the recreation and park commission has installed galvanized steel portable bleachers in seven of its sixty-five playgrounds and plans to provide bleachers in all the play fields as the budget permits. Attendance at both youngsters' games and the industrial leagues' games has increased noticeably. The product of Beatty Safway Scaffold, Incorporated of San Francisco, these bleachers in sections six rows high accommodate two hundred fifty-two persons. A section this size can be erected and taken down by two men in half a day. Galvanized steel requires no painting, making maintenance economical. A safety feature of the engineering design lies in the even distribution of stresses and strains.



Swimming Pool Manual

A new twelve-page swimming pool manual titled, "So You're Going to Build a Pool," may be obtained by writing to Koven Steel Swimming Pools, Incorporated, 154 Ogden Avenue, Jersey City 7, New Jersey. The manual discusses the advantages of a steel swimming pool and gives full design, construction and erection details of the Koven large and standard pools. Each design feature is clearly illustrated by drawings or sketches.

Baseball Bats

Hanna Batrite Bats for baseball and softball recently celebrated their twenty-fifth year of manufacturing. Their bats range in price from thirty-five cents for a miniature model fifteen to eighteen inches in length and a natural as a novelty souvenir or party favor, to the professional quality and weight models at $3.85. A detailed price list and catalog may be obtained by writing to The Hanna Manufacturing Company, Athens, Georgia.

1952 Catalog

W. J. Voit Rubber Corporation has announced the publication of its new athletic equipment catalog. Illustrated in color, this thirty-two page booklet carries an Olympic Games motif through its layout and artwork. Over eighty items are described, including some new ones, such as safety mouth protectors, adjustable swim-fins, deluxe custom swim-mask, and others. Write to a Voit office in Los Angeles, Chicago or New York.

Biddy Basketball

Modeled after Little League Baseball is a project known as Biddy Basketball. (See RECREATION Magazine, October 1950, page 270.) As it caters to ages eight to thirteen, playing sites and equipment are tailored to measure. Baskets are placed eight and one-half feet from the floor, which is reduced in size to fifty by thirty feet. The ball is only twenty-eight inches in circumference.

The Seamless Rubber Company, New Haven 3, Connecticut, manufactures their Kolite ball in this special size for Biddy Basketball. Information about the game itself may be obtained by writing to its originator, Jay Archer, 601 Brooks Building, Scranton, Pennsylvania.

Bat Bak

Endorsed by army and navy sports and recreation officers, Bat Bak combines features of paddle handball and table tennis. A portable backboard, which may be set up on its own table or on a table tennis regulation table, the game may be played solo or with two players. No. T-5, packed with two sets per carton, $37.50 retail, $30.00 institutional price. No. B-20, one set, $43.75 retail, $35.00 institutions. Bat Bak, Box 1133, G.P.O., N.Y. 1, N.Y.

Garden Sprayers

With garden club season under way there will be much experimenting to combat insects effectively. Ray Sanders and Company, National Distributor, 220 Security Building, Pasadena 1, California handles the new Hayes Jr. IV garden sprayer. It weighs three pounds fully loaded with liquid or powder insecticide. It attaches to the garden hose and chemicals are thoroughly mixed with running water in internal jets. Water pressure does the work of mixing and spraying. A back-flow breaker valve prevents insecticide from being drawn back into the water stream. This four-gallon model retails at $8.45. The two-gallon Hayes-Ette II retails for $5.45.

Bar-B-Que Grill

About the size of a serving platter this Table-Top Bar-B-Que Grill lends itself to picnic atmosphere when you can't go farther than your dining room or kitchen. A jigger of denatured alcohol poured over the glass wick in the central pottery oven burns with a steady, odorless flame hot enough to barbecue weenies, kabobs or squab. Made by Nahdgee, Incorporated, 6472 W. North Avenue, Chicago 35, Illinois, this grill retails for $15.95 prepaid.

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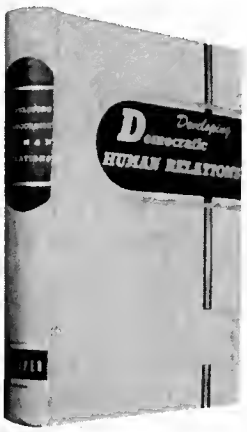

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CAMPFIRE ADVENTURE STORIES. Allan A. Macfarlan. Association Press, New York. $2.95.

CHILDREN'S GAMES FROM MANY LANDS, edited by Nina Millen. The Friendship Press, 156 Fifth Avenue, New York. $2.00.

COMMUNITY SERVICES FOR OLDER PEOPLE. Community Project for the Aged of the Welfare Council of Metropolitan Chicago. Wilcox and Follett Company, Chicago. $3.00.

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CREATIVE DRAMATICS IN HOME, SCHOOL AND COMMUNITY. Ruth Gonser Lease and Geraldine Brain Siks. Harper and Brothers, New York. $4.00.

FAMOUS NATURALISTS. Lorus J. and Margery J. Milne. Dodd, Mead and Company, New York. $2.50.

GATEWAYS TO READABLE BOOKS. Ruth Strang, Christine B. Gilbert, Margaret C. Scoggin. The H. W. Wilson Company, New York. Second edition. $2.75.

HOMESPUN CRAFTS. E. Kenneth Baillie. The Bruce Publishing Company, Milwaukee 1, Wisconsin. $3.00.

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MAKING A START IN ART. Anna Airy. The Studio Publications, 432 Fourth Avenue, New York 16. $5.00.

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New Zealand Beckons. Margaret L. Macpherson. Dodd, Mead and Company, 432 Fourth Avenue, New York. $2.50.

Principles of Radio. Keith Henney and Glen A. Richardson. John Wiley and Sons, Incorporated, 440 Fourth Avenue, New York. $5.50.

Physical Education Handbook, Don Cash Seaton, Irene A. Clayton, Howard C. Leibee, Lloyd Messersmith. Prentice-Hall, Incorporated. New York. Paper, $2.65.

Rhythms and Dances for Elementary Schools, Dorothy LaSalle. A. S. Barnes and Company, New York. $4.00.

Robert and His New Friends. Nina Schneider. Simon and Schuster, New York. $.25.

Seeds of Italian Nationalism, 1700-1815. Emiliana Pasca Noether. Columbia University Press. $3.00.

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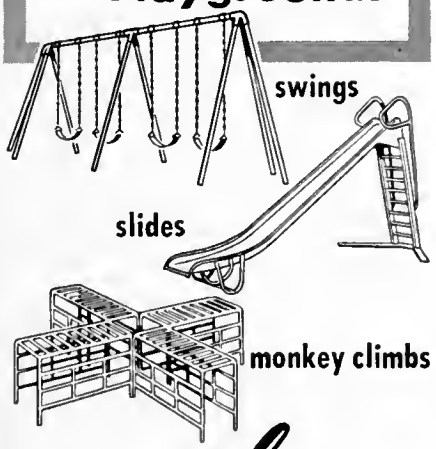

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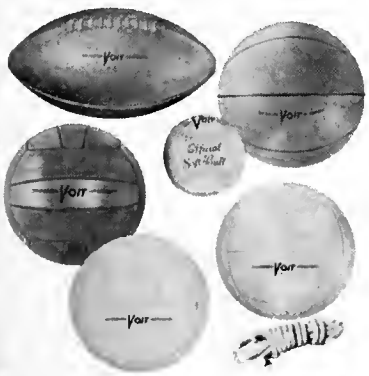

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new Publications

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The Book of Games

G. S. Ripley. Association Press. New York. $3.00.

Almost all of us in the recreation profession have at one time or another had the task of conducting games somewhere—on the playground, in the center, at camp, at meetings. We all have our own ideas about the best methods of classifying games, and some of us would not always agree with Mr. Ripley's classifications.

We would not, however, quarrel with him on his careful *selection* of games, and we would praise him for including a section on balloon games, and a section of small-group games in which he includes many good magic games, stunts and puzzles.

Those of us who conduct summer or day camps would also praise him for his sections on stalking and hiking games, camp stunts and water sports.

This book goes farther than the average game book, in that it includes sections on shows and exhibits and neighborhood contests. Its diversified contents thus make it helpful to playground leaders, camp counselors, club leaders and teachers.

Dance and Play Activities for the Elementary Grades

Lois M. Bauer and Barbara A. Reed. Chartwell House, Incorporated, 280 Madison Avenue, New York. Volume I—Grades One to Three, $3.00; Volume II—Grades Four to Six, $3.50.

The material in these books has been well organized, according to grades, and contains a nice balance of games, rhythms, self-testing activities and dramatic play.

As each grade is discussed, the authors give a brief picture of the child's physical and emotional needs at this period in his development. These, plus the emphasis on safety, should be most helpful to the teacher or recreation leader.

Playground and recreation leaders should find Volume I particularly useful, because so many game books do not contain very much material for children of grades one, two and three. Many of the self-testing activities in both volumes would be useful for hot days when strenuous play is not advisable.

The authors have also been very wise in giving the tune to each singing game, and also the number of a phonograph record with the song whenever possible.

The volumes are attractively printed with blue covers and red spiral binding.—*Helen M. Dauncey*, Katherine F. Barker Memorial Secretary for Women and Girls, National Recreation Association.

How to Use Hand Puppets in Group Discussion

Jean Schick Grossman. Play Schools Association, 119 West 57th Street, New York. $.60 paper.

Those familiar with other publications by this author will not be surprised at the clarity and sincerity of this booklet.

New methods for stimulating group discussions are much needed. One of the best of these methods is through dramatic sketches, and in these, puppets allow a wider freedom of personal experience, since the players can often say and do through puppets what they would be too self-conscious to say or do as actors.

This booklet discusses in detail the use of puppets in fostering group discussion among children, parents and professional leaders. In recreation and social group work there is a great need for material dealing with techniques and methods, and we hope the author will follow up this booklet with others of the same type, discussing other methods and techniques.—Virginia *Musselman*, Correspondence and Consultation Service, NRA.

A History of Popular Music in America

Sigmund Spaeth. Random House, New York. (New Edition) $5.00.

Groups planning to include numbers by American composers on their programs for Music Week and other occasions will find helpful material in this book. First published in 1948, it includes data on all songs, written between the founding of the Republic and the middle of the present century, of interest to people in general.

It is the kind of material a leader would want to have conveniently at hand if he were planning to present ballads celebrating incidents in the country's history, sentimental tunes of the Gay Nineties, songs of the first World War, or familiar melodies about the writers of which little is known.

There are useful observations on the official state songs, and light is thrown on the obscure backgrounds of many modern and former favorites. There are lively notes on the better dance and musical comedy hits and breezy anecdotes concerning their composers and interpreters. Irving Berlin, Oscar Hammerstein II, Ring Lardner, the team of Gallagher and Shean, George Gershwin, Gertrude Lawrence and Danny Kaye are a few of the many musical and theatrical figures who pass in exciting procession across the pages of this book.—*Gertrude Borchard*, Correspondence and Consultation Service, National Recreation Association.

Recreation Leadership Courses

Sponsored jointly by the National Recreation Association and Local Recreation Agencies

April and May, 1952

HELEN DAUNCEY Social Recreation	Inglewood, California April 14-17	R. K. Goates, Director, Park-Recreation Department, 621 North La Brea Avenue
	Santa Rosa, California April 21-24	Hans A. Thompson, Recreation Director, Recreation Department, 500 King Street
	Berkeley, California April 28-May 1	Charles W. Davis, Director of Recreation and Parks, 2180 Milvia Street
	Petaluma, California May 5-8	Steven A. Mezzera, Director, Recreation, Parks and Music
	Palo Alto, California May 12-15	Edward E. Bignell, Superintendent of Recreation, Community Center, 1305 Middlefield Road
	Whittier, California May 19-22	R. Walter Cammack, Superintendent of Recreation
ANNE LIVINGSTON Social Recreation	Toledo, Ohio* April 7, 8 and 9	John J. Collier, 949 North Prospect, Ypsilanti, Michigan
	New York, New York April 14-17	Miss Florence Kennedy, Department of Child Care, The Catholic Charities of the Archdiocese of N.Y., 122 East 22 Street
	District Conference Bear Mountain, New York April 23-26	G. A. Nesbitt, National Recreation Association, 315 Fourth Avenue, New York, New York
	District Conference Wheeling, West Virginia April 27-29	Miss Marion Preece, 814 Bashford Lane, Alexandria, Virginia
	Huntington, West Virginia May 5-8	Marvin A. Lewis, Managing Director, Cabell County Recreation Board, Administration Office, Field House
	Atlanta, Georgia May 12-15	Miss Virginia Carmichael, Director of Recreation Department of Parks, City Hall
MILDRED SCANLON Social Recreation	District Conference Eugene, Oregon April 2-4	Willard H. Shumard, 1627 Tenth Ave. West, Seattle, Washington
	Vancouver, British Columbia April 7-10	Miss Marjorie Milne, Supervisor, Playgrounds and Community Centers, Stanley Park
	Albuquerque, New Mexico April 21-24	Charles F. Renfro, Director of Recreation, 221 West Lead Avenue
	University City, Missouri April 28-May 1	Melvin Oppliger, Chief Recreation Supervisor, 6801 Delmar Boulevard
	Hattiesburg, Mississippi May 5-8	Dr. Pete Davis, Professor of Recreation, Mississippi Southern College, Station A
	West Point, Georgia May 12-15	Robert A. Turner, Coordinator, Department of Community Recreation, West Point Manufacturing Company
GRACE WALKER Creative Recreation	Toledo, Ohio* April 7, 8 and 9	John J. Collier, 949 North Prospect, Ypsilanti, Michigan
	District Conference Madison, Wisconsin April 16-18	Robert L. Horney, 100 Shepard Terrace, Madison, Wisconsin
	Lafayette, Indiana May 9-10	Jackson M. Anderson, Assistant Professor of Recreation, Purdue University
	Merom, Indiana May 12-17	John L. Marks, Assistant in Rural Youth Work, Indiana Farm Bureau, Inc., 130 East Washington Street, Indianapolis, Indiana
FRANK STAPLES Arts and Crafts	Toledo, Ohio* April 7, 8 and 9	John J. Collier, 949 North Prospect, Ypsilanti, Michigan
	Annapolis, Maryland April 21-24	E. R. Seeders, Director, Community Service Building, 9 St. Mary's Street
	Columbus, Ohio May 19-22	N. J. Barack, Superintendent, Department of Public Recreation, Room 124, City Hall

*This course open to supervisors only.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsors of the courses as listed above.

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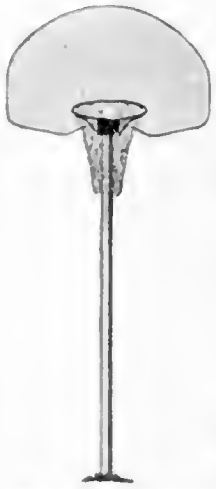

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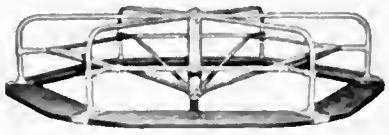

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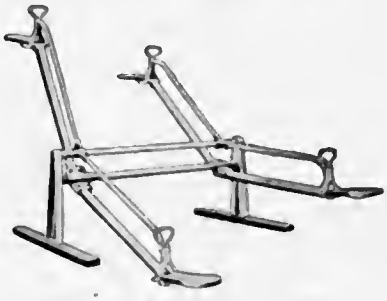

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Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Recreation Administration, GEORGE BUTLER
Program Activities, VIRGINIA MUSSELMAN

Vol. XLVI Price 35 Cents No. 2

On the Cover

Proof that fishing is good in Missouri is this catch of trout taken from Pigeon Creek, a minor tributary to Current River's headwaters. Many Ozark streams are stocked from the hatchery in Montauk State Park.

Next Month

June RECREATION, the summer issue, is packed with ideas for summer programs, camping and playground leadership, besides good articles on administration, parks, community centers and sports. A random sampling of titles reveals "A Part of My Life" (camping seen through a blind boy's eyes), "The Authority to Hire and Fire Recreation Workers," "Lantern and Float Parade," "Tournament Tips," and the third in the series of photography articles. "How a Recreation Executive Appraises His Own Performance" pulls no punches. "Nature Trails in State Parks" tells how to make vandal-proof signs.

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Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Recreation

The Fulfillment of Human Needs*

A Guest Editorial

by Dr. S. R. Laycock

TODAY WE KNOW that play and recreation are vital elements in human growth and adjustment. We haven't, however, been doing a very good job in meeting children's needs in a healthful way. The National Committee for Mental Hygiene says if the present trend continues, four or five of every hundred children in our schools will sometime in their lives be patients in mental hospitals; others will suffer from mental illness, but be treated at home or in a general hospital; from thirty to fifty will suffer from crippling mental traits, such as bad tempers, sullenness, sulkiness, shyness, self-pity, oversensitiveness, and the tendency to rely on minor ailments like sick headaches as a way out of difficulties.

Let us take a look at the personality needs of boys and girls, and adults, which must find adequate channels of expression if human beings are to lead mentally healthy lives:

The Need for Affection

Psychologists these days are very fussy about the fulfillment of the need to be loved and to matter. They think that, next to a reasonable amount of food, it is the most important human need, from the cradle to the grave. Certainly this is true of infants and the pre-school child, but it is also true of the older folks. Small children need to be talked with—a form of play with their parents—as an important part of their development and as a fulfillment of their need for affection. Indeed, one of the chief contributions of our own adult friends is that of companionship, of sharing our interests and recreation. When we turn our attention to our senior citizens, they greatly need the sense of mattering which comes from shared recreation—not only with those of their own age but with those of other ages as well.

Even adolescents, who seem so anxious to break away from their parents, need to feel secure in their affection. This security often results from the comradeship of doing things together—so long as this does not hinder them from comradeship with their own age-mates.

The Need for Belonging

Closely allied to the human hunger for affection is the need for belonging, to feel that one is a desired and desirable member of a group. The family is the first and most important of these groups. Few things give a child such a sense of belonging as participation in family recreation—family games, picnics, music, auto trips, and even the occasional family visit to the movies.

Next to feeling that they really belong in the family circle, children need to feel accepted by their play group. To feel rejected is a tremendous blow to them. For adolescents, it is nothing short of catastrophe, for they have an especially strong social hunger.

The Need for Independence

In our industrial society, many jobs are of a routine nature. Only a limited number of persons have jobs which are synonymous with play—something which they prefer doing to anything else. Play and recreation provide that sense of freedom which finds satisfaction in doing what one wants to do.

The Need for Achievement

As our life becomes more complex and specialized, fewer and fewer human beings can find the thrill of achievement through their work. Recreation is one of the chief ways in which adults can find creative satisfaction and a sense of achievement. So far as children are concerned, play and recreation often have to supply the achievement which in pioneer days would have come from participation in family work and chores.

The Need for Recognition

In pre-school days, play is the child's chief legitimate source of winning recognition. Even after he goes to school it may still be his chief method of gaining approval.

Adults during their active work-life, receive a great deal of their recognition from their work. This is apt to be cut off by their retirement, however, and as a result, they must lean heavily on recreation in order to find the recognition which will keep them mentally healthy.

The Need for Self-Esteem

Feelings of inadequacy or inferiority, real or fancied, are apt to result in all sorts of defense mechanisms—boasting, bullying, bossiness, lying and stealing, or else in withdrawing mechanisms like shyness, seclusiveness, daydreaming and phantasy. Success in recreational activities brings to many a youngster and adolescent the antidote to such feelings.

Many psychiatrists today feel that if we want to get anywhere in improving community, national and international life, we are going to have to do a better job in the mental hygiene of early life.

It is the business of all good citizens through their homes, their schools and community facilities to see that children and adults find satisfying outlets—in work, recreation, human relationships and community service. If this doesn't happen, be assured, then, they will find outlets in other ways which are anti-social or which lead to much unhappiness and suffering. No community can neglect the provision of abundant recreational facilities and expect not to suffer for it.

* From an address delivered by Dr. S. R. Laycock, Dean of Education, University of Saskatchewan, at Waterloo, Ontario, Canada.

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LETTERS

Leaflet

Sirs:

The February issue of RECREATION described the new leaflet entitled "Recreation, a New Profession in a Changing World." I was especially pleased to receive this leaflet recently, and believe that this type of thing will do much to enhance the recruiting and interpretive phases of hospital recreation—as well as the various other specialties within the field of recreation. I would like very much to utilize this leaflet in some of our local high schools as well as at our forthcoming conferences and fairs.

RALPH ROSSEN, *Acting Commissioner, Mental Health: Superintendent of Hastings State Hospital; St. Paul.*

Editorial

Sirs:

We appreciate very much Mr. Faust's editorial in the February issue of RECREATION. Somehow or other that seems to put into words what I have felt for quite some time. I would like very much to mimeograph that article for each one of my workers and for each one who makes application for work at our recreation center.

I have discussed the article with Dr. Joseph Hartman, Superintendent of Schools, and also with Jack Stoeber of Thiel College. Coach Stoeber has discussed it with his Leisure Education class and feels that it is the philosophy that we need to have if we are to have a successful recreation program.

DURHAM V. REINIG, *Director, Greenville, Penna. Recreation Assn.*

Sirs:

Mr. Faust's editorial presents a real challenge to all people associated with the recreation movement. The article is really inspiring and should be read by every recreation leader. I made it compulsory reading for all of our department employees. Loving-kindness is something we need today and it is the simple answer to all the world's troubles.

After reading your editorial every recreation worker should re-dedicate himself to seek, from time to time, a classification of purpose; and a simplification of means becomes a prime need of the individual and of the group.

GEORGE H. BAUER, *Supervisor of Recreation, Milburn, New Jersey.*

Book Club

Sirs:

I have been in the field of recreation for only three years and my personal library of good recreation material is rather meager. Since others may have the same problem, I have a suggestion that I thought I would pass on for what it is worth.

I would like to see a Recreation Book of the Month Club started. Experts in the profession could select books or pamphlets and make them available to club members each month. In this way members could build a well-rounded library without having to spend a large amount at any one time. The selection period could be bi-monthly or quarterly.

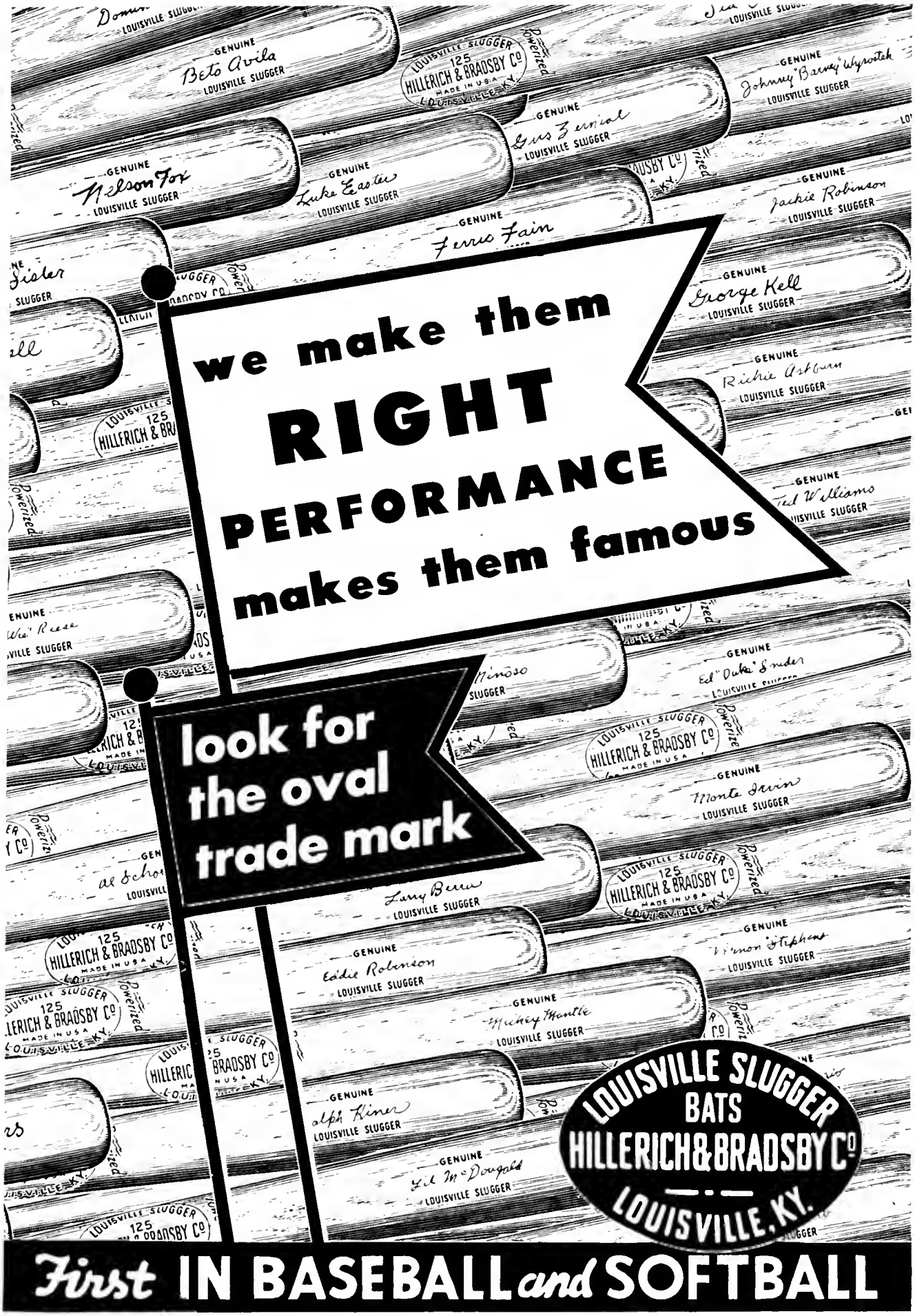
J. C. CARTER, *Louisville, Kentucky.*

Roughnecks

Sirs:

I have for quite some time been a regular reader of your magazine and I always find it contains much valuable information. I especially enjoyed Mr. Bowser's article on "Games for Roughnecks" in the January issue. Something like this can only be appreciated when it is put into practice. I am connected with the local boys' club where we have a few roughnecks. I read Mr. Bowser's article one day and tried out his suggestions. Believe me, they work.

CLIFFORD A. KING, *Gainesville, Fla.*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Things You Should Know . .

▶ THE COMMITTEE ON CITATIONS AND AWARDS, of the American Recreation Society, invites nominations for the 1952 presentations. These should be submitted before June first, and may be sent to any one of the following committee members: Robert W. Crawford, Deputy Commissioner of Recreation, City Hall Annex, Room 432, Philadelphia, Pennsylvania; Milo F. Christiansen, Superintendent of Recreation, 3149-16th Street, N.W., Washington 10, D.C.; George Hjelte, General Manager, Department of Recreation and Parks, 305 City Hall, Los Angeles, California; Harold D. Meyer, Recreation Consultant, North Carolina Recreation Commission, Box 1139, Chapel Hill, North Carolina; Charles H. English, R.F.D. 1, Wakeman, Ohio; E. Dana Caulkins, Chairman, Superintendent of Recreation, Westchester County Recreation Commission, Room 242, County Office Building, White Plains, New York. Candidates may be nominated for a special citation in recognition of some outstanding professional achievement or for election as "fellows" of the American Recreation Society. All pertinent facts regarding the record of the candidate should be submitted in duplicate with the nomination.

▶ THE FOLLOWING CHANGES are being made in the personnel of the special services department of the army: Brigadier General Christenberry, Chief of Special Services, has been named Deputy Chief of Staff of the Eighth Army in Korea. Lieutenant Colonel Rudolf Hegdahl succeeded Colonel Davenport, April 15, 1952; Colonel Raymond Stone, Jr., succeeded General Christenberry on the same date.

▶ APOLOGIES. Author of "Declaration of Brothers," on page eleven of RECREATION, April 1952, is Willard Espy, Board of Editors, *Reader's Digest*—and not Otto T. Mallery, as announced. The poem was written by Mr. Espy after reading a declaration of interdependence by Mr. Mallery.

▶ A STUDY OF RECREATION SALARIES, conducted by National Recreation Association, is scheduled to appear in the September 1952 issue of RECREATION. However, pre-prints of the material will be available from the association by June first.

▶ A QUESTIONNAIRE, to obtain information about camp programs of public recreation departments, was recently sent to recreation directors of fifty-seven Wisconsin communities, forty-one of which have directors who are members of the Wisconsin Recreation Association. Of the thirty-four reports received, twenty-seven were returned by WRA members and seven by non-members. Many directors indicated that a camp program is desirable and expressed a desire to develop one; six reported that programs under direction of Boy Scouts, Girl Scouts, Y.W.C.A., Salvation Army, and so on, serve respective communities adequately; seven departments hope to begin some programs in 1952.

▶ THE SALE OF 12,660,993 HUNTING LICENSES during the fiscal year ending June 30, 1951, has brought, according to *Sports Age* for March 1952, the forty-eight states to an all-time high gross revenue, from this source, of $37,840,791.

▶ IN MORE CITIES UNDER THE CITY MANAGER FORM OF GOVERNMENT with year-round recreation departments, the department is administered by a policy-making board or commission rather than by an executive without such a board. Two out of three of these cities without a policy-making board have the benefit of an advisory citizen recreation group. Although city managers, generally, look with disfavor upon the administration of recreation departments by policy-making citizen boards, and favor an executive appointed by the city manager and responsible to him, several instances have come to the attention of the association recently where a city manager supported a proposal before the city council for the appointment of a board to administer the recreation department.

▶ A SERIOUS PROBLEM FACING MANY GROWING CITIES is a procedure for controlling the development of land adjacent to the city limits. Grand Rapids, Michigan, has entered into an agreement with the four townships which completely surround it, to assure such control. The city will supply water, sewer and fire protection service on the condition that the governing bodies of the townships adopt the same land use policy as that adopted by the city.

Jobs in Korea

There is immediate need for recreation personnel in Korea, although vacancies also exist in Japan, Okinawa, Guam and the Philippines. A new request just received from Headquarters, Far East Air Forces, advises of unparalleled opportunities for recreation personnel wishing to serve with the United States Air Force in Korea. The urgent need is for special service personnel in manual arts, library and service club programs. (Men are preferred for the manual arts positions.)

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Editorially Speaking

Rubber Isn't Enough

Akron, the Rubber City, is doing some important pioneering in the field of rubberized surfaces for school playgrounds.

With attention focused nationally on hazards of the playgrounds, this city can be proud that it is a step or two ahead of the rest of the country in providing a softer and safer surface for children to play on.

We hope that the technical details may be ironed out rapidly so that playgrounds all over Akron and in other cities may be rubberized.

However, we hasten to point out that even latex cushions a foot deep wouldn't be enough to keep some youngsters from getting hurt. They'll continue to bump into each other and into fixed objects like walls and they'll go on beaning each other with balls and bats.

Far more important than any surface which can be put on a playground is the supervision which the area gets.

Also indispensable is preparation to give first aid promptly and to call for professional medical help when it is needed.

Considerable help can and should be given by parent-teacher organizations in checking on playground conditions and in giving financial assistance where necessary.

But the primary responsibility lies in the hands of the principals who must see to it that proper supervision is assigned when children are on the playgrounds.

Accidents to youngsters probably can never be stopped, but they can be lessened in frequency and in intensity by alert supervisors.—*Akron Beacon*

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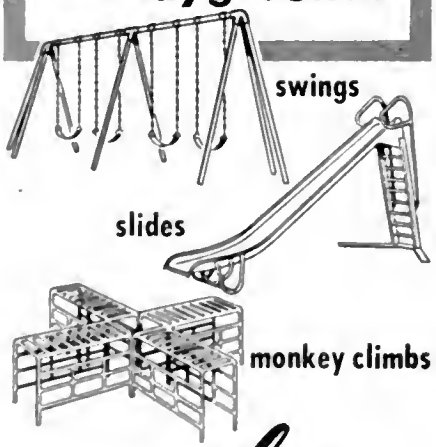

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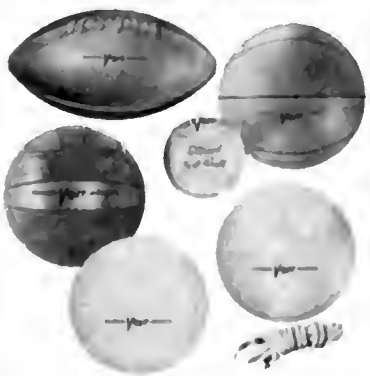

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Congress Day at Yellowstone

September 26, 1952 will be National Recreation Congress Day in Yellowstone National Park. It's a very special and exciting day, when Yellowstone's historic Gardiner Gate swings wide to welcome officers and delegates traveling to the Seattle Congress.

For more than eighty years, Yellowstone has closed officially for rail visitors about September 10. This will happen again in 1952, when the "Savage" Co-eds, who make the beds and feed the people, and the "Gear Jammers", who drive the buses, will hurry back home to their colleges and other duties.

Yellowstone Park then becomes a quiet, magnificent wonderland. No "Savages". No "Dudes". No nice hotel rooms. But wild animals galore. They come out of the woods in great numbers: elk, antelope, buffalo, moose, deer, bighorn sheep. Scenes and thrills to be remembered!

"Can we see Yellowstone in Autumn, on the way to the Seattle Congress?" the National Recreation Association representatives asked National Park Service. The answer is "yes" so here we go!

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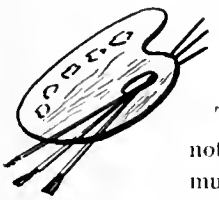
RECREATION THROUGH ART

Mrs. Hal Porter's "The Circus," on exhibition in the Old State Capitol galleries, Baton Rouge, during show. She is 77 years old, has been painting a year.

by Edward Kerr



The painting might not have looked like much to an average art connoisseur. It was done in amateurish fashion on a piece of meat wrapping paper, using simple auto lacquers as the medium. But this painting, the first offering in Harry Helmrich's art life, was chosen by the lecturer one night at a rural Louisiana art meeting as one of the best examples of primitive painting yet seen in the state.

Helmrich, a former auto mechanic rendered an invalid several years ago by arthritis, is one of the hundreds of Louisiana citizens who have found the advantages of using art as a source of recreation and relaxation in their daily lives, through the efforts of the Louisiana art commission. The only state-sponsored organization of this nature in the United States, it endeavors to bring art's manifold therapeutic and stimulating offerings to every citizen of the state.

Helmrich is a member of the Tangipahoa Parish art association, which is one of twenty-one active art groups in the state, all but three of which are located in rural communities. Most of the groups meet once a week to paint together and offer criticism of each other's work. Six of the groups have regular instructors who come from nearby state colleges each meeting date and teach elementary principles. The objective with each group, as it is with the entire state organization, is to paint for the simple enjoyment of it, not necessarily to win prizes.

Membership of the groups ranges from twenty-three to six hundred fifty-five at the present time but is steadily increasing as the members actively work to encourage individual artists in their areas. Each year these groups are given shows in the art commission's galleries in the Old State Capitol building in Baton Rouge and they also exchange shows among themselves.

An art group member might be a practicing woman lawyer, a retired businessman, or a housewife. He or she might be a seventeen-year-old freshman at college or an eighty-three-year-old mother like Mrs. Hal Porter of Amite. Mrs. Porter completes an average of at least one painting a month. Another example of an older lady who has just started painting for the fun of it is Mrs. Georgia Starkey of Hammond, who painted her first picture when she was well past sev-

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MR. KERR *has a distinguished combat record, is a former newspaper editor, now press representative for the Louisiana Forestry Commission.*

enty! She found that it is never too late in life to start painting, as she has captured several honorable mentions in state shows, including the New Orleans Delgado Museum's 50th Anniversary Show, which was a national exhibition. Miss Frances Folse of Raceland, an invalid, organized an art group herself in Lafourche Parish. It now has seventy-four members.

The Louisiana art commission was formed in 1938 by an act of the Louisiana legislature after many years of insistence by a group of women in Baton Rouge's art league. Its work was limited at the start by the lack of funds for a full-time director and because of the ensuing war years. However in March of 1947 the artists' dreams began to materialize. They managed to secure six thousand dollars from the legislature for the next year's operations and selected a young, energetic, self-made artist by the name of Jay Broussard to lead the way as director. Broussard, who had been working in back-breaking jobs at the salt mines around his native New Iberia, since his discharge from the service as a master sergeant, lost no time in swinging the waltz-timed art program into jazz tempo. His yearly appropriation, now close to eleven thousand dollars, is always two steps behind what is needed to keep pace with his expanding schedule.

Possessing an energy which can probably be described best as thermodynamic, he has succeeded in lighting the way for hundreds of average citizens in finding a rewarding recreation through art. Always operating with more ingenuity than cash, his "staff," even now with a greatly expanded art program, consists only of a secretary. Carpenter and layout work for exhibitions, mimeograph work, unpacking and packing hundreds of exhibited paintings—all are done by Broussard, mostly into the night.

One of his most recent brainstorms was to offer the local merchants' welcome organization the services of the commission to help newcomers in hanging their paintings. "The commission will send a man out whenever it is requested," the offer read. Asked by an amazed citizen who in the world the commission could send, Broussard said, "Why, me, of course!"

A junior member is Neil Jackson, painting in one of the Saturday morning classes. None are too young or too old to take part in the art programs.

Below, one of Louisiana's budding amateur artists, Harry Helmrich, works in his "studio" at his home. He recently sold a painting, his first, to a church.

In addition to his regular work and painting on a self-imposed, rigid schedule, the art director reserves some of his time for experimenting with art therapy among members of an "exceptional children" class in Baton Rouge. He even has been successful in getting spastic children to do finger paintings.

One of Broussard's (you get in the habit of saying Broussard when you mean art commission) main projects is the traveling exhibitions, which now number twenty-eight. These shows, which include original drawings from the Associated American Artists Galleries in New York and documented panel shows from the Museum of Modern Art, go to any school, group or library which is engaged in an art program, for only a small charge to cover cost of transportation.

Another feature of the commission's

"Old Man of the Delta," by H. C. Fultz of New Orleans. "Best print in the show."

program to stimulate interest in art among amateurs is the annual amateur artists' exhibition, in which the commission offers prizes of $100, $75 and $25 out of its pinched resources for the first, second and third place winners. Last April, the ninth annual exhibition was held. Amateur photographers of the state vie each year for honors in its annual amateur photographers' exhibition, the third of which will be held this February. Another big event is the annual art students' exhibition, entries for which are divided into four categories: adult amateur part-time students, college art students, high school art students, and children in the elementary schools. No prizes are given, but the show is documented and filed with the state library for future reference on art progress in Louisana.

Broussard's latest precedent-setting project is the First Louisiana Forestry Art Exhibition, which was hung in the commission's galleries during November. It was sponsored jointly by the Louisiana forestry commission and the art commission. The exhibition, which drew two hundred fifty entries from throughout the state, was open to adult amateurs, professionals, college art students, high school students, and elementary children for the purpose of stimulating interest in forestry through art. The project has been so successful in demonstrating the use of art to further interest in other fields that other agencies of the state now want an exhibition, too!

Louisiana definitely has led the way in proving that art should not be forgotten in any recreational program of a city, state or nation. Its proof lies within the cities and on the bayous of this southern state, where countless hundreds of everyday folks have found the recreational, and sometimes life-saving qualities available in the world of amateur art.

"Emphasis in the encouragement of local art courses is upon the recreational value of art. The art groups appeal to all ages, and include many older people, and people who are incapacitated, in addition to the young. This program is outstanding!"—BILL HAY, *National Recreation Association Field Department.*

Recreation Personnel Changes

Joseph Owens, Superintendent of Recreation in Caldwell, New Jersey, has resigned to accept the position of National Director of Athletics and Recreation for the Veterans of Foreign Wars, with headquarters in Kansas City, Missouri.

Frank Evans, Assistant Superintendent of Recreation in East Orange, New Jersey, succeeds Mr. Owens as the newly appointed executive in Caldwell, New Jersey.

Warren Pfost, Superintendent of Recreation in Webster City, Iowa, has been succeeded by Robert Eldridge. Mr. Pfost returns east for community center work in Trenton, New Jersey.

Syl Fulwiler is the new superintendent in Puyallup, Washington, and Leo Fondacaro succeeds Jack Hans as the executive in Amarillo, Texas.

Pennell Eustis has reported to Lewiston, Maine, as the new executive.

Nice things continue to happen to recreation executives. This time it is *Carl Soden*, superintendent of recreation in Great Bend, Kansas, who has been selected for contributing most to the community in the preceding year. He received the Distinguished Service Award from the Junior Chamber of Commerce as the "Young Man of the Year."

William P. Witt, Superintendent of Recreation in Corpus Christi, Texas, has been promoted to the combined responsibility for parks and recreation. His assistant, Robert Moorman, has been advanced to the position of superintendent of recreation, and other members of the staff have moved up the ladder. Promotion from within has made for a career service for the recreation staff in Corpus Christi.

John M. Stephens, Jr., Director of Parks and Recreation, Salem, Virginia, has transferred to a similar position in Coral Gables, Florida.

Edwin J. Moses, Director of Parks and Recreation, Urbana, Illinois, has been called back to service in Korea.

Don T. Neer, formerly superintendent of recreation in Zanesville, Ohio, has accepted a position with the United States Junior Chamber of Commerce as sports director.

Gus H. Haycock, Superintendent of Parks in Corpus Christi, Texas, is now Superintendent of Parks and Recreation in San Antonio.

Sunday recital group, Midland String Quartet, all symphony orchestra members.

We Make Our Own MUSIC

Bob McKellar

IF IT IS TRUE, as some say, that the American people are a nation of spectators, then those who deplore the tendency to sit and watch someone else perform would no doubt find solace in the activities of the people of Midland, Michigan, in the Dow Chemical Company music organizations.

Midland is a relatively small city—about 14,000 inhabitants—some distance from the centers of population and industry usually associated with a company as large as Dow. Perhaps that's one reason why the community takes such an active part in its recreation programs.

Not that good professional entertainment is unattainable; in these days an occasional trip to Detroit, one hundred twenty miles away, to attend a concert or a play certainly is not out of the question. But, somehow, we find it much more satisfying to make our own music.

And make our own we do. Last year the Dow music organizations gave seventeen concerts, thirteen in Midland and four out of town. Concerts during the last seven years have included such major works as *Elijah*, *The Messiah*, *The Creation*, *The Ordering of Moses*, *Hiawatha's Wedding Feast*, *Carmen*, acts from *Martha* and *Tales of Hoffman*, *The Mikado*, *Patience*, *Naughty Marietta*, Beethoven's *Symphonies No. 1* and *No. 3*, Mozart's *Haffner Symphony*, Mendelssohn's *Violin Concerto in A Minor*, Beethoven's *Triple Concerto for Violin, Cello and Piano*, and many other major and smaller works.

You might say that the Dow music program was the result of spontaneous combustion. The first flames were kindled back in 1936, when a group of men at the plant organized a male chorus and petitioned the company for a little assistance in the form of some music, programs, a piano, and the salary for a part-time director.

This arrangement was fairly successful: the chorus provided the outlet for self-expression which music offers, but the musical standards of the group were probably no better than those of any comparable unit from Maine to California. And part-time directors came and went, although the chorus had grown to a membership of seventy-six men by the beginning of the war.

The members of the chorus were just people who loved to sing. It was a fairly good cross section of the plant—a scattering of white collar workers mixed with some in overalls. But in addition to their love of singing they possessed the understandable desire for professional competence. Fortunately, they were able to do something about it. In 1943 the group asked the company for a full-time music director. Thus it was that the employees themselves, through their great enthusiasm for music and with the cooperation of the Dow Chemical Company, created their own music department. Dr. Theodore Vosburgh, former associate professor of music at Albion College, Albion, Michigan, was chosen by the chorus as director of the new project in the summer of 1943.

The purpose of the Dow Chemical Company in setting up and financing a music department was not publicity. The company had long pursued a policy of assistance in improving the cultural and recreational facilities of the entire community, and it believed that music could be a vital factor in employee morale, would provide an outlet for musical interest, and would be a medium for providing wholesome entertainment both for employees and for the general public.

These views certainly have been justified by the success of the program. Under the direction of Dr. Vosburgh, the musical project has gained tremendous impetus until today we have a well-balanced program—the largest

Reprinted from *Music Journal*, January 1951.

industrial music organization in the world.

The backbone of the Dow program is a trio of musical groups; the male chorus, the girls' chorus, and the Dow symphony orchestra. The pattern for each season has been fairly well established. From November to May the public may hear, free of charge, a concert every four weeks, a schedule culminating each spring in a two- or three-day festival. The vocal organizations give their own memorized concerts, then combine for one oratorio in December. One mixed choral and instrumental concert is produced during each season, and a major choral work is included in the festival. For those who hanker for a little grease paint and the glamor of the footlights, either an operetta or operatic acts are given each season.

The orchestra presents two concerts a year and joins the vocal groups in the concerts already mentioned. On an occasional Sunday afternoon the public may enjoy a chamber music program: small ensembles, such as girl sextets, male quartets, trios, woodwind and brass groups, and string quartets organized mostly from the large groups.

On three occasions each season the church choirs and many others join the Dow music groups: for the oratorio in December, the choral program of the festival and the annual operetta.

To those with creative talents every encouragement is given, with the idea always in mind of producing original works. One of the most popular performances of the program's history was an original variety show in six acts called, appropriately, "Chemic Capers." It was written, directed and produced by the cooperative efforts of a great number of Dow and other Midland people. Included was a ballet with original music and dances.

To avoid giving the impression that the Dow music groups are composed entirely of Dow people, we should like to point out that, with one exception, the community at large is welcome to participate. Because of the exceptional popularity of the male chorus, a limit of one hundred Dow employees has reluctantly been set, and there is usually a waiting list. The girls' chorus of one hunderd ten voices and the orchestra of sixty members are open to everyone in the community. Incidentally, our symphony orchestra is composed entirely of local persons, none coming from outside the Midland area.

All productions of the Dow music organizations are open and free to the public. Freewill offerings are taken at all main concerts and, since 1945, the Midland Music Foundation has been the beneficiary of funds accruing from this source.

The Midland Music Foundation was conceived to stimulate interest in music and to assist in the musical education of the children of Midland County. Once each year the foundation sponsors a contest. The winners receive music scholarships and private lessons. Last spring one hundred twenty-five students competed: four students were awarded eight weeks each at Interlochen, and two students were given two weeks at that well-known music camp. Twelve more winning contestants received cash awards to be used for private lessons with local teachers. The foundation also has a scholarship fund which is used to provide needy talented students with means to continue their lessons.

The children benefiting from the foundation range from eight years old through high school age. They are divided into three groups for purposes of competition. This year the foundation is helping to pay the salary of a full-time music instructor for the Midland County schools.

The board which administers the funds of the foundation is composed of two representatives of each major Dow group, Dr. Vosburgh, and one other member of his staff. For the contest, impartial judges, usually from college music departments, choose the best performances.

Since one of the main purposes of the Dow music program is to provide self-expression for the individual, local talent is given every opportunity to do solo work. Such a policy has been justified by the many excellent performances which have been given. How-

One of combined Dow groups' first major productions is usually oratorio in December. "The Messiah" was presented in 1944.

Members of choruses and symphony orchestra join forces to present "The Red Mill" as one of the major productions of 1950.

ever, one or more nationally known artists appear on about two-thirds of our concerts. These artists are not brought in to increase attendance; rather, they supply an exciting stimulus to the performing group from both a musical and a personal point of view. The artist usually performs a work of some length with the group and then offers some shorter pieces. Informal get-togethers are held after concerts, so that the local people have an opportunity to meet and chat with the artist.

Among the well-known vocalists who have appeared with our groups are Winifried Heidt, contralto; Conrad Thibault, baritone; Donald Dame, tenor; and Josephine Antoine, soprano. Instrumentalists include Whittemore and Lowe, pianists; Percy Grainger, pianist; Yella Pessl, harpsichordist; and Lois Bannerman, harpist.

Until last year, rehearsals of the music groups were held more or less wherever space could be found. Usually the Dow auditorium or the plant cafeteria was available. When these two places were in use, space was borrowed from local churches.

Last year the department, with all its activities, settled into its own building, contributed by the Dow Chemical Company—with no strings attached. It has an auditorium large enough to accommodate rehearsals of the largest groups, practice rooms, and offices for Dr. Vosburgh and his three assistants. Performances are given, as before, in the community's largest auditorium, that of Midland High School.

Dr. Vosburgh is a graduate of the Eastman School of Music, and was granted a Ph.D. in music from the Detroit Institute of Musical Art in 1941. In addition, he studied conducting with F. Melius Christiansen, John Finley Williamson, and Fred Waring, and coached with Edward Harris. He has appeared in many recitals, radio programs, oratorios and opera performances. Before coming to Midland he headed the voice department of Newberry College in South Carolina and for six years was associate professor of music and director of vocal organizations at Albion College, Albion, Michigan.

One of his assistants is his wife, a musician in her own right. She, also, is a graduate of the Eastman School of Music, having specialized in voice and piano. She became an official member of the Dow staff this year, having served in one capacity or another in practically every production of the project.

Robert Moss, pianist, joined the Dow music department in 1946, after three years in the navy and teaching at the University of Texas. He, also, is an Eastman graduate.

Portia Thede is the fourth member of the staff. She received a Bachelor of Science degree in physics and a Bachelor of Music degree at Michigan State College, where she studied under Alexander Schuster. Her specialty is the cello, which she played in various symphonies throughout the state before coming to Midland in 1948.

It is hard to evaluate the true worth of a program such as the one at Dow, although there is no doubt in the mind of anyone who has attended even one performance that it is of inestimable value. Perhaps the figures tell the real story. In the last seven seasons the three major organizations have given ninety-six full concerts in Midland before about one hundred twenty thousand people—in a hall seating only one thousand two hundred fifty. Free tickets are distributed for each performance in an effort to control the size of the crowds. These tickets are given out at three distribution points, and even when three thousand seven hundred fifty tickets are given out for three nights they are often gone in an hour. Can there be any doubt that Midland is getting her share of the satisfaction that music can bring?

Cooperation in Aquatics

"THE Role of Survival Aquatics in the National Emergency" was the subject under discussion at a meeting held at Yale University, November 26 and 27, under the auspices of the Conference for National Cooperation in Aquatics. This conference includes in its membership representatives from national organizations and individuals who have particular abilities or interest in aquatics. The National Recreation Association is one of the cooperating groups.

The purpose of the November meeting was to devise effective methods and techniques to stimulate and guide local groups to work together in initiating, developing and conducting aquatic programs designed to teach the aquatic skills, as developed by the department of defense, and other appropriate aspects of survival aquatics. The conference is urging the need for greater awareness among community agencies of the need for expanding swimming and survival programs. Great emphasis is being placed upon preparation of the civilian population as well as of young persons facing military service, since more than half of the total population of the United States participates in swimming and other aquatic activities.

The conference is urging the development of cooperative action in localities, to the end that aquatics may contribute to the national defense effort to the fullest extent.

SWIMMING POOL OPERATION

Martin Nading and Sam Basan

THE ACCOMPANYING statement is a summary of the discussion and recommendations of the Swimming Pool Section at a midwest recreation executive conference held in Springfield, Illinois. Chauncey Hyatt, swimming pool consultant, contributed much to its development.

It seems fairly clear that the problem of swimming pool operation is *sanitation*. This problem involves the preparation of the bathers before they enter the pool, housekeeping in the pool and around the pool area, and prevention of the transmission of disease during epidemics.

Preparation of Bathers before Swimming

All bathers, in all walks of life, all ages and both sexes, should be required to take a bath prior to entering a pool. The pool management should provide for adequate and proper inspection of all bathers to make sure they have bathed before entering the pool. This inspection should be courteous, and done by personnel who will not embarrass the bathers.

Facilities should be provided which will permit all bathers to take a nude warm water shower with liquid soap before entering the pool. Liquid soap is preferred to bar soap for various reasons. In progressive communities the tendency is toward open-type showers for both sexes. Where there is a demand for privacy, some managers resort to the device of a canvas wall hung from a cable stretched across the room. The most recommended footbath was the shallow floor depression, supplied with a flow of clean water. If the footbath is of the chemical type, it is recommended that the chemicals be renewed every hour. It was pointed out that the use of some footbath chemicals caused excessive irritation, and that the problem of foot infections is diminishing.

It was recommended that wherever possible a nurse be employed to inspect patrons for skin troubles, nose, throat and ear infections. Patrons should be required to have *dry* suits and towels before entering the pool area.

The problem of pool sanitation is, in the main, essentially a matter of good housekeeping. The public should be well informed through advance publicity of those rules and regulations aimed toward better housekeeping and more sanitary pool conditions.

Transmission of Diseases

It was pointed out that the human being is not essentially an amphibious animal, and thus not accustomed to living in a water environment. His nose is not protected to shut out the water as in a seal or other aquatic animal. In swimming and diving, the person is subjected to pressures which flush the protective coatings in the nasal passages into the sinuses, carrying up potentially infected organisms, thereby causing sinus infections. Also, sneezing or coughing by the swimmer causes droplets of possible infectious material to adhere to the water briefly and other swimmers nearby may take in this material which may result in a respiratory infection.

Regarding the transmission of polio, advice was sought from Alex J. Steigman, M.D., consultant in clinical epidemiology, National Foundation for Infantile Paralysis, who wrote as follows:

"Present day information would suggest that swimming pools which are well managed from the sanitary point of view, do not directly constitute a hazard from the standpoint of poliomyelitis. Two outstanding features of poliomyelitis are: (1) that it is spread by personal contact, and (2) that exhaustion and fatigue, as well as chilling, render individuals more susceptible to the severe effects of the disease. It is probably for these two reasons that swimming pools have for a long time been held under suspicion, not because of the water, but because a swimming pool is a place of assembly.

"At the national conference on Recommended Practices for the Control of Poliomyelitis, held in Ann Arbor, Michigan, in June 1949, it was recommended that health officers do not take action to close or prevent operation of places of recreation or amusement, since such measures were ineffective, as a rule, in controlling poliomyelitis epidemics.

"I think you are quite right in indicating that when you do not have control over the length of time the children spend in the water, such a situation is not good. The chief things in operating a swimming pool of the type you referred to in your letter are: (1) to see that the children are not permitted to remain in until they are exhausted and chilled, and (2) to see that crowding, either in the water

or on the adjacent beach or platforms, is not permitted."

Bacterial test samples should be taken during periods when the swimming pool is in use, in order that a true picture of the water condition can be obtained. In the state of Illinois, both chlorine and bromine are approved as pool disinfectants. It was pointed out that in chlorinating pools free chlorine is much more effective than combined chlorine.

In consideration of the hygienic aspect of wading pools, it was pointed out that spray pools are to be recommended over wading pools.

Some Management Problems

Recommended compensation for pool personnel is as follows:

Managers	$250.00 per month
Lifeguards	.75 per hour
Instructors	1.00 per hour
Lifeguards, Head	50.00 per week
Maximum work day	7 hours
Maximum work week	6 days

It is recommended that lifeguards have qualifications which are equivalent of the senior Red Cross certificate. To enforce good discipline, the guards should be assigned to their posts on a rotating basis.

To reduce the number of public behavior problems it is recommended that the rules and regulations of the pool be clearly posted in conspicuous places around the pool area. In the light of good citizenship, pools should adopt a policy of non-discrimination as far as the racial question is concerned, although it should be left to the local community to work this problem out thoughtfully through a program of public education.

Every community should offer free swimming instructions to all age groups. When local conditions permit, such as the size of the pool, operating hours, and so forth, swimming classes should be separated from "open" or recreational swimming. The swimming classes or other leader-led pool activities might be climaxed with such events as swimming meets, pageants, water carnivals and other events which will serve to create swimming interest and confidence in the swimming program. Some pools capitalize on the spectator interest in swimming by providing a spectators' area, which should be in the shade and should be provided with seating facilities.

Pools should be open seven days a week, opening at one p.m. on Sunday. While it is most desirable to operate the pool free of charges, or to provide certain free swim periods, all aspects of this decision should be left to the local community. The prices of tickets or issuance of season tickets, are strictly local problems. Pools designed and planned to operate on a self-supporting basis should draw sufficient revenue to meet operating and maintenance costs.

Richard Montgomery Tobin

Richard M. Tobin

■ In the death early this year of the Hon. Richard Montgomery Tobin, the National Recreation Association lost one of its most valued sponsors.

Richard M. Tobin passed on in his native city of San Francisco on January 23, 1952, at the age of eighty-five. For more than sixty years, he actively supported the cultural and civic organizations of his city. Known internationally for his six years as United States Minister to the Netherlands from 1923 to 1929, he endeared himself in countless ways to his fellow citizens at home.

He believed strongly in youth guidance and was, for many years, the San Francisco sponsor of the National Recreation Association.

"The hope of the human race," he said, "lies in starting our children right." To him that meant doing something about providing the best possible recreational and educational facilities for the community.

His was not a philosophy of merely "talking about" recreation, for he gained a reputation as a sportsman, along with his many other activities, playing competitive polo until he was nearly fifty.

In his business life Mr. Tobin was president of the Hibernia Bank, of which he first became a director at the age of twenty-three.

He supported many art and music enterprises and was a sponsor of the San Francisco Symphony.

During his years in The Netherlands he studied the art of that country and later wrote a widely accepted book on the Dutch school. He was the first American ever granted membership in the Utrecht Provincial Association for Arts and Sciences, one of the highest honors in Europe.

Survived by his widow, his brother and two sisters, Mr. Tobin has left behind loving memories in many hearts. His was the kind of *leadership by example* in which good will was fortified by good works.

This resolution was passed at a February meeting:

"That the Board of Directors of the National Recreation Association records with deep sorrow the death of Richard M. Tobin, who for nearly twenty years served as association sponsor in San Francisco, and for five years as honorary member of the association.

"His Leadership, his generosity, his willingness to raise money for the association, have all helped strengthen the recreation movement in America."

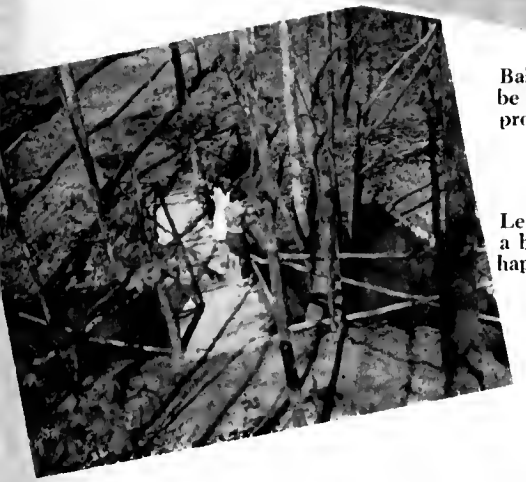
Walk With Nature-

James H. Hamilton, Jr.

Above: A picnic area beckons beneath cool trees of a wooded glen.

Children see live, but a bit sleepy, screech owls for the first time.

Racky, the raccoon, great show-off, always draws a mob.



Baby red foxes, to be trusted now, but probably not later.

Left: a boy, a girl, a brook, a bridge—happy spring scene.

ON SUNDAY AFTERNOONS almost a thousand people visit Athens, Georgia's Trailside Museum. Its ten enclosures containing foxes, raccoons, opossums, screech owls, squirrels, rabbits and a skunk are fascinating to adults as well as children. Its snake pit, surrounded by a moat, enclosing a variety of snakes, alligators and turtles is always encircled by a crowd of wide-eyed visitors.

The enclosures are large. The frames have been built of small trees and covered with wire that is almost invisible from a short distance. The animals are content and unafraid. Once the door of the opossums' pen was left open for several days, but the animals, captured only three weeks before, remained inside.

Along the many trails, the different varieties of trees and shrubs are identified by small name plates, which include their common names and other information concerning their origin and peculiarities. Bird-feeding stations have been placed beside the trails, and already the birds have begun to make the park their permanent home.

The Trailside Museum was begun early in 1950 by the Athens parks and recreation department, and was first opened to the public last spring. A wide well-worn path through the woods was chosen and the undergrowth was cleared a few feet back from each side. The enclosures were placed wherever the trail proved level enough. Animals have been contributed by interested amateur naturalists and the Georgia wildlife commission.

New animals are added almost weekly. For these more enclosures must be built. The museum's expansion is a continuous process, yet all this costs the public nothing. The only expense has been for a few yards of concrete and wire.

There are no guides or time limits, and the people may feed the animals. Parents have no cause to worry about their children. They may wander safely where they please.

Only in idea is the museum modern. Trails worn long ago have been left unchanged. An informal theme is carried throughout the park, even to the unfinished signs which mark the many trails.

These wonders of nature may be small and simple. The woods hold countless numbers of the very animals in the museum now, but few people have the opportunity to watch them work and play in their own enviroment as they do in the Trailside Museum.

AUTHOR *was Publicity Director, Recreation and Parks.*

COOPERATION IS KING

Every park and recreation system begins with a recognition of a basic human need—the need for relaxation, for play and for a satisfacory social life. The King County park and recreation system was no exception. Community leaders knew that there is true community living only when people come together as neighbors. This spirit of cooperation between the people and King County officials in the late 1930's was the beginning of the first county park system in the state of Washington.

Twelve counties have acquired areas for parks, all of which gained a needed stimulus from the 1937 state legislature, which authorized counties to acquire by purchase, donation, gift or dedication, camping, scenic views, recreation sites and parks for public use and enjoyment. Following the passing of the state law, the 1938 King County Board of Commissioners passed a resolution setting up the department of public works, parks and playgrounds. The resolution authorized the acquisition of appropriate sites, the construction of community buildings and recreational facilities, and the maintenance and operation of an adequate system of community recreational areas throughout the county, within the limits of the money provided.

In contrast to most county park systems in other states, the areas selected were not be to scenic parks, but rather, areas for development as community centers and as aids in a character building program, designed particularly for the younger and unemployed members of the community. At this time, community club activities were highly developed and this development has not lessened. At present there are more than one hundred ten active community clubs in rural King County.

Eight major fieldhouses and community centers were built in 1938-39. Approximately twenty-five per cent of the cost was borne by King County, while the balance was provided by the W.P.A. as labor on the projects. Materials and supplies were furnished either by King County, community clubs or other interested groups. Of the land acquired, only two acres out of a total of about two hundred fifty acres were purchased. Most of the county appropriations since have gone for park development.

Until 1943, it was possible for the department to meet the needs intended with an annual budget of sixty-six thousand dollars. From 1943 to 1947, the budget climbed to one hundred forty-five thousand dollars. Further progress was made in park legislation in the state when a bill was passed in the 1949 legislature which enabled county commissioners to appoint a county park board. King County's first park board was appointed in February, 1950. Under its leadership, and the increased interest in park facilities and leadership, the park-minded county commissioners recently approved the 1952 budget of $270,700.95, with fifty thousand dollars allocated for land acquisition.

Recreation Councils

The cooperative effort between the people and the King County park and recreation department has persisted in the provision of recreation leadership. Over fifty per cent of the total budget is for salaries and wages, with a major portion of this for playground personnel, swimming instructors, specialists and full-time directors. The latter are assigned to the outlying areas. These professional recreation leaders work closely with the local recreation council to provide recreation programs in the available facilities. At present, there are sixteen active recreation councils in King County, and all department personnel are alerted to the needs of the community through recreation council meetings.

Recreation councils, community clubs, government officials, private and public recreation agencies look forward eagerly to the opening day of the 1952 Congress in Seattle. A typical western welcome will be offered to all who attend. During the short, busy week, everyone will have a chance to see the recreation opportunities in King County.

A recent study of all such councils, conducted by the council of social agencies and the King County park and recreation department, revealed the need for a county-

ROBERT STEPHENS *has been the superintendent of parks and recreation, King County, Washington, since March 1, 1951.*

IN KING COUNTY

Robert C. Stephens

Enumclaw Park. Reservoir pool, typical King County fieldhouse.

wide recreation council, to coordinate the efforts of all recreation agencies; and members of local councils have recently organized one, so that problems of one council are shared and discussed by the entire group. Private and public agencies also attend these meetings. From them, representatives take information—which they could obtain in no other way—to their local community councils. Monthly meetings are democracy in action, and the "seed" must be planted here if it is to play a successful role in the community.

Program

King County is blessed with many natural swimming beaches and lakes, and without exception the best and most outstanding summer activity is swimming. The King County chapter of the American Red Cross and the King County park and recreation department annually hire a staff of roving water safety instructors who move into the communities for concentrated programs of swimming instruction. County school districts provide bus transportation to county beaches or private resorts, and beach supervision is provided by local recreation councils and P.T.A. groups.

During the summer of 1951, seventy-two thousand children and adults took part in the swimming instruction program. Local Red Cross authorities report that this program is one of the best attended in the country.

All sports activities are organized in the many sports-minded suburban and rural communities and coordinated into leagues by a full-time county athletic supervisor. Jamborees and county-wide tournaments and play-offs provide the incentive necessary for the novice recreation sports participant. Plays, field days, dance festivals and square dance groups are organized in a similar manner.

Specialists in camping and arts and crafts are sent into the various communities upon request for in-service training to local groups.

Realizing that full-time year-round recreation leadership is critically needed in the more populated rural areas, the King County park and recreation department has embarked on a joint program with the local community and its recreation council to hire a full-time community recreation director. This cooperation has operated successfully in two communities during the last two years, and a new program is beginning this year. The director is responsible directly to the two agencies, each paying one-half of the director's salary, and to the school administrators who are in charge of the facilities which are used for after school and evening activities. All parties concerned in the three programs agree wholeheartedly that the recreation dollar is well spent in this program of joint participation.

Des Moines baseball field, grandstand is a popular facility.

King County park and recreation department services and activities are made known to the agencies, volunteers, and participants through the local weekly newspapers and a mimeographed monthly *Recreation Bulletin* edited by King County park and recreation department personnel.

Facilities

The present King County park facilities were planned and developed by men who had active recreation programs in mind. They were designed so that they might serve a wide variety of recreational purposes for people of all ages and still be operated economically. Enumclaw Park, the largest of King County parks, with more than ninety acres, is an active recreation facility, with a nine hole golf course, fieldhouse, rifle range, baseball and football fields with grandstand and an outdoor swimming pool.

Seven other fieldhouses, all constructed by W.P.A. labor, are staffed the year-round by trained recreation directors and leaders. In addition, five county beaches

are staffed seven days a week during the summer months.

All county parks and centers are maintained jointly by a permanent custodian and a roving maintenance crew. Community clubs and recreation councils also assist the department in work projects supervised by park department personnel.

Planning for the Future

The past fifteen years have seen little or no progress in planning beyond the city limits of Seattle. In May, 1951, a group of men and women interested in the preservation of public waterfront and park sites in King County met to see what could be done before all the opportunities had vanished. This group called itself the Puget Sound Park Study Group and bi-weekly meetings throughout the summer gained momentum and support from every community organization in King County.

Weekly reconnaissance tours by study group committees revealed that the people were fast losing public access to beach and park sites.

A preliminary brochure entitled "Too Little—Too Late" was published and distributed to public officials, community clubs and civic organizations in Seattle and rural King County. To continue the study further, the board of county commissioners allocated three thousand dollars toward a park study which is to be completed in 1952 by the King County Planning Commission and the Puget Sound Park Study Group.

King County, with more than seven hundred fifty thousand people, will continue to "spill over" in the areas surrounding the Queen City, Seattle. Increased demands for the acquisition and development of recreational facilities and the establishment of recreation programs in the suburban and rural areas are inevitable.

The King County park and recreation department will continue to share with other public agencies the responsibility of furnishing recreation facilities and leadership to all the people, so that the greatest possible opportunity for beneficial and satisfying recreation may be extended to all where it is most needed—right in their own home community.

Recreation services from the King County park and recreation department to the citizens of King County will be increased, as long as the public recreation dollar is used efficiently. Community cooperation will insure this growth, as it has since the inception of county responsibility for parks and recreaton in King County, Washington.

Maryland to Develop River Valley Park

DEVELOPMENT of Patapsco River Valley as a Maryland state park became assured through the approval by the legislature of a $900,000 bond issue for this purpose. For six years a committee has been studying the possibilities of this great recreation project, and its report issued in 1950 by the Maryland State Planning Commission provides the basis for carrying forward the project. The following description of the proposed park is based upon or quoted from the development plan.*

"Land proposed for acquisition and development comprises principally well-wooded slopes, but it also includes river bottom land, swamps, and a limited acreage in farms. The valley is rich in history, varied in mineral deposits, and replete with animal life. The river and its tributaries will serve as good fishing streams, once pollution is removed.

"The total area recommended will add 6,971 acres to the present 1,564 acres in Patapsco State Park. This land lies within Anne Arundel, Baltimore, Carroll, and Howard Counties and touches all the urban centers from Baltimore City to Sykesville. The Park will be 26.45 miles long and have an average width of one-half mile. On the North Branch of the Patapsco it will connect with the new Liberty Reservoir property and on the South Branch it will terminate at the Hugg-Thomas Wildlife Demonstration Area, which is administered by the State Game and Inland Fish Commission.

"Under the Development Plan, about 6,000 acres of the park will be of forest character and will be given to conservation practices, hiking, fishing, horseback riding, picnicking in small groups, and nature study. The remaining 2,500 odd acres are recommended for large-scale picnicking, camping, and urban and semi-urban-type park units.

"The facilities proposed for the urban and semi-urban centers include baseball, softball and soccer fields, swimming pools, varied game courts, picnic centers, shelter buildings, day camps, fishing, canoeing and boating centers, food concessions, and such revenue-producing facilities as bicycle paths, golf-driving ranges, archery, dancing pavilions, and outdoor bowling alleys. The mud flats are to be transformed into a large lagoon surrounded by a park and playfield.

"When fully developed, the park will include five camping centers, eight swimming pools and ponds, seventy-five miles of bridle paths, and sixty miles of hiking trails. Long sections of eighteen stream valleys are incorporated in the proposed development. Boating and canoeing are recommended in the slack water above the several dams.

"The estimated cost of the land required for acquisition with existing improvements is $800,000 or $115 an acre. Cost of the development and construction program, to be spread over a twelve-year period, is estimated at approximately $6,000,000. When fully developed the park is expected to attract an estimated annual patronage of more than 1,100,000 persons exclusive of motorists driving through it. Annual operating costs, after deducting income from revenue-producing units, are estimated at $60,800.

As stated in the foreword, "This is not a timid plan. It is ambitious but in keeping with the needs and interests of the area surrounding greater Baltimore and of the state."

*_Development Plan for Patapsco River Park_. Maryland State Planning Commission. October 1950. Illustrated, photographs and plans.

"Sunday Artist," snapped by a fourteen-year old in the park.

Sunday Painters

THE RECENT announcement that the Amateur Artists Association is being organized under the aegis of the very professional "American Artist" magazine serves to focus attention on the burgeoning interest in art, evident from increased museum attendance, sales of paintings and enrollment in art schools. Both rural and urban residents have been experiencing what Winston Churchill once called "a joy-ride in a paint-box," and have become "Sunday painters" with boundless enthusiasm. These countless amateurs who pursue "art for art's sake" on their day off make their living as dentists, machinists, truck drivers, carpenters, housewives and in a wide variety of other occupations.

Many of these novices paint purely for diversion and have no ambition to become professional artists. Others have been advised by their physicians to take up some kind of a hobby to obtain a release from the tensions and anxieties of this atomic age. Some have forsaken the psychiatrist's couch for the artist's easel and stool. Others hope to become professionals when they have had sufficient training and experience. A few have been inspired to daub paint on canvas because celebrities of the stage and screen have turned out creditable pictures.

Can Anybody Paint?

The professional artists who watch the ever-growing number of enthusiastic amateurs must have mixed feelings of apprehension and delight—apprehension lest the public purchase technically inferior paintings by tyros, and delight that so many of that public are becoming "art conscious." The understanding of the professional painter appears to be greater than his antagonism, and many of them encourage amateurs and also supplement their own incomes by teaching. With awareness and knowledge, they believe that the public will ultimately purchase judiciously.

A recent radio interview with five charter members of the newly formed Amateur Artists Association revealed that three of the five had been painting for ten years, and two had been at it for thirty years. A dentist and a clergyman were the seniors, or "advanced amateurs," while an advertising copy writer, a housewife and a restaurant owner were the comparative newcomers. All of them, when they spoke over the municipal radio station, admitted that their appreciation of art had developed over the years and that now, instead of merely admiring a painting, they purchased it whenever the price was within their means. The great satisfaction in being an amateur painter, most of them agreed, is that a dauber can paint any subject he pleases, and with no obligation.

The Carefree Dabbler

Perhaps—once in a blue moon—his work is so good that he sells it—but that eventuality is "somewhere over the rainbow." Yet he paints on, Sunday after Sunday, and on Saturdays, too, if he has the day off, content to paint for pleasure. Not so the professional, who must paint to eat, to pay his rent, to educate his children and, of course, because of his stronger inner compulsion.

To the new association of carefree amateurs we wish happiness rather than prosperity, and sunlight rather than success. If no Rembrandt or Titian, Matisse or Picasso emerges from the membership, at least these diligent dilettantes are doubtless better dentists, machinists, truck drivers, carpenters, housewives, et al because they are "Sunday painters."

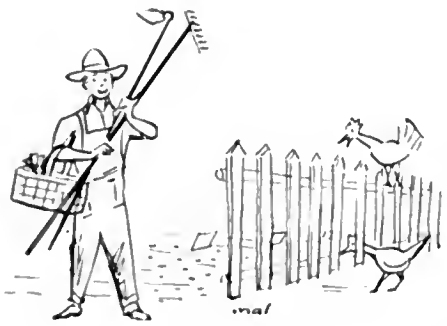
But if these happy amateurs would stay happy and would continue to enjoy a sense of personal gratification through projecting their inner disturbances and frustrations onto paper, canvas, copper plates, clay or wood blocks, they would do well to read Rudyard Kipling's poem, "When Earth's Last Picture Is Painted," which ends with this happy thought:

"And no one shall work for money,
And no one shall work for fame.
But each for the joy of the working.
And each in his separate star
Shall draw the thing as he sees it
For the God of things as they are!"

Commenting on the therapeutic aspect of the art boom among amateurs, officials of the Museum of Modern Art pointed out that "ordinarily one judges the value of art by the quality of the product, but here the condition is reversed. One evaluates the product by its effect upon the creator. It is what happens to the painter that counts, not the quality of the result."

Reprinted from "Topics of The Times," January 1952, through the courtesy of *The New York Times*.

It's Garden Time!



Barbara Shaluca

THIS IS REALLY Bill's story, for our "big garden" began when he told of his adventures as a city farmer raising crops on a pile of ashes and about the pumpkin harvested in the fall, which helped make one Thanksgiving Day extra special. When the dessert was served, his mother, looking straight at Bill, said to the guests, "This pie was made from a pumpkin Bill grew this summer!"

Today, boys and girls of Bloomington know that there is a plot of good earth for them in the "big garden," which stands on a hill just beyond the hustle-bustle of the sidewalks . . . one which spells green magic for them and for their annual crop of garden teachers. It grew from a field of alfalfa into an outdoor classroom known as the Junior Garden Workshop, an integral unit of the course in horticulture, offered by the botany department of Indiana University to its students, demonstrating that there is a relation between learning and living.

For the past four years, this leisure-time science program has offered our students many enriching experiences. Active participation in it has developed an awareness of the fact that thinking citizens of communities, large and small, are seeking ways to provide their children with experiences which will lead to useful living. In his garden, no matter how small, Bill is "king of a green kingdom." Here he may begin to understand, for the first time, how all the things around him work in helping him to produce a bumper crop.

This community project, jointly sponsored by the city department of recreation, Indiana University and the Bloomington Garden Club, provides a leisure-time program for the city's children and a working laboratory for the university students who may assume similar responsibilities in their vocations. Some may be training for recreation leadership and others for the teaching profession or social work. All are keenly aware of the children of the sidewalks and the need for programs to keep their minds and bodies busy in pleasant and constructive occupations when out of school.

Our present pattern is simple and flexible, affording the student a chance to see how it can be readily tailored to a community's needs. Every activity in the garden provides boys and girls with opportunities for the development of responsibility and an appreciation of work. The leader must know his subject and must enjoy working with young people. To assume major leadership in a community project of this kind, who is more eminently qualified than the gardener? Hasn't he discovered a way of life . . . one worth living, as it is shaped by the hours spent at work with fingers reaching deep into the good earth, drawing harmony and refreshment for tomorrow's decisions? Wherever there are children's gardens, there he knows he will find boys and girls in a program with a purpose, providing for the building of sound bodies and healthy minds.

The gardening season is announced by the recreation director in late March. Boys and girls between nine and twelve years of age who enjoy the out-of-doors are eligible for membership. Radio and television programs specially designed for young people offer rich channels for publicity. But, it is Saturday's junior citizen who is the most influential salesman for our program. Scores of veterans have sold it to a buddy in numerous ways throughout the summer.

The student garden teacher receives in-service training. Once a week we meet as a group to discuss ways and means of instructing young pople in an outdoor educational program. One Saturday morning is enough to show these young leaders that without a well-thought-out meeting there is little interest shown by the youngsters.

In late April, the young gardeners are ready to transfer their plans on paper to their garden plots, no bigger than ten feet square. Planting day has become D-day for the community.

There is pleasant work at all times for everybody in the "big garden." Thus, discipline is seldom a problem. Outdoor learning, especially during the child's play time, demands careful examination of teaching ways, and one finds that the young gardener responds happily and pleasantly to simple, well-planned lessons and has time to share in the good fun everyone is experiencing.

DR. SHALUCA, *Botany Department, College of Arts and Sciences, Indiana University, is the author of "A Garden Record," used by the students in the Junior Garden Workshop. Copies are available from her for 35 cents.*

The sun does not always shine on Saturdays once the outdoor program has begun, but the indoor lessons are continued and are just as interesting as those on the hill, for the leaders are taught to show the young gardeners how important it is to gain "know-how," to help produce a bumper crop for the family.

When school is out, the program swings into action with gardening twice a week and nature exploration trips every Saturday morning. Under the able direction of four student supervisors, guided by those responsible for the workshop, our garden assumes a significant role in the child's life. The garden periods are devoted to the care of their vegetable plots or to the fulfillment of requirements in the honor work plan. At the end of the season the flower garden is a special spot, for it represents many things beautiful to him, now and in years to come. In the herb garden he has discovered plants which have helped flavor his mother's cooking, and he has found that it is fun to help weed other people's gardens, and that there are many such jobs available when his friends go on vacations.

Saturday mornings are spent exploring, in and out of town. It is at this time that the young people begin to understand how their community is related to the world outside . . . here they discover for themselves the large variety of trees, the wildflowers and where they grow in the fields and woods, insects of all kinds and sizes, and the animals about which they have talked in school but have never seen in their natural habitats. All this they carefully record in a garden book, which is later studied with their teacher and classmates in the classroom. The garden season is concluded with the awarding of honors at a special program planned by the garden club women.

With the garden gate closed for the summer, our boys and girls leave with sun tanned faces, new friendships and new skills to use next year when word goes around that "It's garden time!" But more important are the seeds of healthy attitudes which Bill sowed for himself in the garden, as he worked and played with other boys and girls.

The older students have had a summer full of hard work in a classroom where they were the teachers . . . here, lessons in horticulture, in group action and human behavior were relearned. They have had a chance to draw their own conclusions as to the effectiveness of such a tool when on the job. They leave prepared to strengthen existing gardening frontiers, with much-needed trained leadership, or to introduce new ones wherever there are boys and girls.

Children, filled with boundless energy during their play time, are also human beings who seek activities rich in work as well as in fun. Gardening promises fulfillment of both work and fun in the open air and sunshine. Just listen to Bill as his crop is weighed and carefully recorded. "I worked hard on that head of cabbage . . worth it! Look at the size!"

Today one finds many crowded classrooms and many teachers with little time and energy to bring the living world into the classroom. Communities might well assume the role of providing trained leadership to continue these lessons during play time. This leisure-time program opens up infinite possibilities for unlocking latent interests in science which would otherwise remain undiscovered. It provides everyone with a chance to express his natural curiosity to explore things for himself. One discovery, competently explained, leads to another, and in time, perhaps a life work opens up for a boy or girl. Children have a deep desire to work with living things.

Communities, wake up! Harness your local talent and offer gardening to all juniors, tomorrow's citizens. Watch them share in this unique life experience and develop into happy people for their tomorrow.

ON PAPER, Junior gardeners eagerly plan their vegetable gardens well ahead of planting time, with aid of a pencil and their garden teacher.

FROM A SINGLE SEED: Abundance and a sense of achievement in providing food for the family.

"SHADES OF THANKSGIVING!" says Don Pierce of Harlinger Texas, as Mrs. Apel displays the Christmas turkey. He is no the Apels' son-in-law, and may be allowed to help stuff the bir

The Air Force

"BOMBS AWAY!" Baled hay from the loft! Farm chores are a part of the fun, as well as helpful.

SQUARE DANCE! Apel family and the guests often stage their own. Informality is the rule.

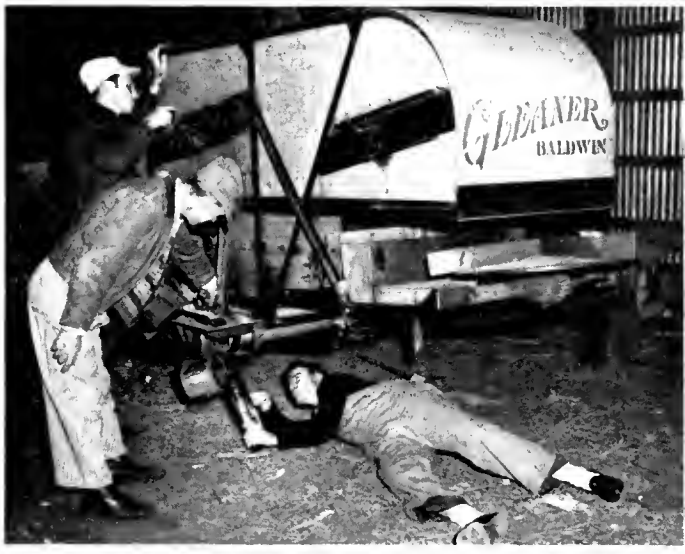
"ALL I WANT to do is milk a cow and eat a good 'farm' meal." These words, spoken by Keith Kenngott of New York three years ago, started a chain of happy times for many airmen from the Vance Air Force Base, Enid, Oklahoma, one of the air force's advanced multi-engine pilot training centers.

Corporal Kenngott had been suffering from that vicious enemy of the services, loneliness, when he presented himself at the one hundred sixty acre farm of Mr. and Mrs. Henry Apel, two miles east of Vance and five miles southeast of Enid, and asked to help out with the chores. No hired help was needed, but when Keith asked for just enough work to earn a good farm meal, Mr. Apel said, "Anytime you want a home-cooked meal, just come on in. And if you want to, you can milk the cows, too."

Keith spent many hours at the Apel home, and they enjoyed his visits so much they decided to invite other airmen to their farm. The Apels allow the lads to do as they wish, as if they were in their own homes. They may hunt rabbits, drive the tractor, help milk the cows, feed the chickens, and so on. Few mealtimes pass at the Apel farm without some Vance youngster stowing away a home-cooked meal.

The boys aren't the only ones who have enjoyed it—so have the nine Apels (father, mother and seven daughters

TIME OUT! Cpls. Leal and Mallow accept a "smoke" from Mr. Apel as they take a break during one of the many hunting trips around the Apel farm. Life on a farm is not all work and no play.



THE "LOW-DOWN" is given to Sgt. Joe Locke (down low) on how to apply oil to the return elevator of a combine. Mr. Apel points to vital spot as Sgt. Pierce (background) greases sprocket

kes to the Farm

Corporal Connie Alexander

aged eleven to twenty-three). One airman who has been an Apel guest often, Sergeant Don Pierce of Harlingen, Texas, became a son-in-law in the family last June, marrying daughter Bernice.

The Apels have received many gifts from former Vance airmen who have been sent overseas and to other stations. Typical is the Japanese fishing rod and kit given to Mr. Apel by Corporal Don Talecki of Bridgeport, Pennsylvania. Don has also sent paintings and other presents from Japan.

Shortly after Don received orders to report to the Far East, he learned that his brother, Ed, also in the air force, was in Oklahoma City on a routine flight and would be there overnight. After several vain attempts to reach Ed by telephone, Mr. and Mrs. Apel took Don to Oklahoma City in their car. Since the two boys had no favorable place to be together there, the Apels invited them to stay overnight at their farm, giving them a few happy hours with each other before Don went overseas.

The Apels have also given farewell parties and receptions for boys from the air base.

Whether they know it or not, they are doing a great service to their country by entertaining these youths—perhaps your son, or brother, or the boy from around the block—who are in the air force, giving time, effort, and risking their lives, to help defend our freedom.

SUNDAY DINNER at the Apels' means stowing away a hearty home-cooked farm meal with "only" sixteen at the table. Below Mrs. Apel gets an able assist from the air force.

The Photographic Group

The second in a series of three articles on photography in the recreation program.

Irma Webber

Camera clubs get a feeling of accomplishment and being needed when they are given an opportunity to do constructive things. When Denby High School in Detroit staged a "fair," camera club participated and had its own booth, too.

LAST MONTH, in discussing the role of photography in the recreation program, it was stated that many highly successful photographic projects get their start by capitalizing on existing interest. It seems, in fact, that most photographic groups usually develop as the result of such mutual objectives and interests. But what if you have the kernel of such a photographic group in your own organization? What if the "interest" is already there? What do you do next? Where do you go from there?

Well, by any standard, the leader is the vital factor. That individual may or may not be an accomplished photographer, for, actually, photographic ability is not as important as the fact that the leader should be creative and enthusiastic. Choose as your leader a person who can express ideas and thoughts to others in terms that they will understand. Furthermore, since photography is a means of communication, select as your group manager, the kind of person who is sensitive to the interests and needs of others. Regardless of his photographic "know-how," if that person possesses a high sense of values in group and community living, he will always get along.

How much organization is necessary? Sometimes very little, sometimes a great deal. This depends to some degree on the size of the group. If the group is small, little formal organization may be required. On the other hand, if the group is large, formal organization can be used to hold and bind its members together. This may involve a president, treasurer, secretary, and many committees. Such labels often pay big dividends because they make group members feel more important and "needed." As a result, these members are more likely to want to see the group successful, and thus put forth effort.

Committees are a fine device for group work. Therefore, get as many started as possible. Some of the possibilities are: a committee for planning field trips, including place, time, food and transportation; another for

print collecting and hanging exhibits in the recreation center; still another for judging prints; one for exchanging with and circulating prints among other photographic groups; a committee for the display of work in neighborhood stores and theatres; one for new membership; one for color slides; and definitely one to help new members in their struggles.

One recreational camera group with which we're well acquainted solves the "instruction" problem with the help of two boys who consider themselves advanced amateurs. These boys offer their time and darkroom twice a month to anyone in the club. This

Curlicues of paper and glass beads were used for this "photogram" by Denby club.

gives the beginners a lot of fun, since they can explore and experiment with equipment different from their own, while it is of equal value to the two boys, because it gives them the experience of leadership and recognition for their ability.

Speaking of equipment—plan on having a committee for that, too. Equipment in itself isn't so important, but a committee will look for things to do and supply your needs a bit faster.

In my own situation, we have the bare essentials. Until a few weeks ago, we owned one safe light with two filters, which we changed constantly. The yellow-green one was cracked. We had patched it together in many places with tape, and put wire around the glass, light and stand to keep it intact. Then, one young boy who had been around for weeks, but had never come up with a picture, recognized our need. He picked up discarded wooden crates from a grocery store for the frame, begged some scrap metal from a shop for wall brackets, and where he got the rest of material I'll never know, but bless his heart, his safe light is wonderful. So you see, every individual is needed and can be important.

Last month, I suggested many places, in this recreational program, where groups could get together for regular meetings. But "just where" really doesn't matter as long as space for a darkroom is available. One group uses a church basement. Another group—which is fairly large—has a darkroom in one corner of a fruit cellar, and turns out some very fine work, notwithstanding the fact that to wash prints they have to run from the fruit cellar to the laundry tubs and back again.

When you're organizing your photo group keep an eye out for a friendly photographic store in your neighborhood. Photo stores are often more than happy to open their doors to you and your group and to provide regular headquarters. If you have such an opportunity, make the most of it. Both your group and the store will profit.

Our darkroom was at one time a janitor's broom closet. Even now our equipment consists of only a small sink, a table for three eight by ten trays, one contact printer, two safe lights, one thermometer, and one very old enlarger. The bellows of this enlarger have patches on top of patches, and when we have to make prints beyond the usual eight by ten inches, we have to borrow trays and an extra timer unless one of the clan pops up with an illuminated watch having a sweep hand. But no matter what the problem, we always seem to have friends who are glad to help. Of all the hobbies in which I have participated, photography has undoubtedly been outstanding, as one in which people really enjoy sharing.

But let's become practical and start a successful program. Let's assume that we have a group with the same

Surrealist art? No, just a photo from buttons, a pull chain, and few odds and ends.

interests and needs. The leader enjoys people, and has something of himself to give, and we have decided on a meeting place. Various members of the group have brought equipment to help us get started. Now, the job is to make this first exploration a success for everyone.

For a feeling of immediate accomplishment and satisfaction there is no better way of starting than to make a shadow print or "photogram." This can be done by placing a few objects on a sheet of enlarging paper, exposing the paper and objects to light from a flashlight, and developing the paper to produce a shadow print. Paper and flashlight can, of course, be any size. However, the objects placed on the paper should be rather small, if the paper is not at least eight by ten inches. My experience suggests that for interest and creative reasons, the selection of material to be used in this work should vary in size, shape, and density. Some of the objects should be transparent, others translucent and a few opaque. Bits of cellophane, cut and twisted into spirals, and old plastic perfume containers are excellent, since some light is blocked by the objects while some passes through and still other light rays bounce off in another direction. This produces patterns in various tones and values. Opaque objects should be used, also, but it is best if they are small and interesting in shape, since opaque objects leave the paper pure white and tend to overbalance the gray and black tones in the composition.

"Composition" as such is, of course,

Miss Webber *is photography instructor at Denby High School in Detroit.*

too involved a subject to get into immediately with any beginning group, but without talking composition you can often suggest and employ the principles involved by approaching the problem in the following manner—especially if the group is a young one.

Say something like this: "Look, fellows, I have an old piece of plastic from my purse handle; its shape is oblong with a few curves on one side for variations. What have you got in your pockets that looks different and interesting?

"All right. Now, let's pretend we have characters in a show, and this object which is large and important will be the leading lady. Since the leading lady is the star of the production, we'll place her in a very prominent place on the paper. Now, most good shows have a leading man who is near the star, but not quite so important, so we'll select this portion of an old tooth brush and put it in here, not too far from the leading lady. Next, we need some strong "character" players. For those let's use a few glass buttons, or cut paper designs. That pretty well takes care of things, but remember—in any play even the "bit" players must take their places, too. So let's scatter some very small objects in and around the whole scene, to round out our production and complete our composition."

Among other objects which can be used advantageously in making photograms, chains are good because you can use them to demonstrate the use of a curved line running through the pattern. Such lines can be shown coming over the top of some objects and running underneath or around others. These lines help "tie up" the whole design or pattern. However, any small objects will be usable for the first demonstration.

After members of your group have made their arrangements on the paper, let them beam the flashlight at the paper. Hold it low, hold it high, move in close, step back at a distance, shoot it in at an angle from the sides and from directly above. Then you can let the fun start! As you dunk each print in the developer, you'll see all the eyes peer down into the tray, as this strange and fascinating abstract picture begins to pop up at them. And when it's there, give it a quick wash in water or "short stop," then pop it into the hypo tray.

No one can or should be permitted to fail with this first creative effort, because with it you can gain the group's interest and prove that each individual can produce a successful picture. This is a much more satisfying and effective approach to photography than by starting with "theory" or the development of film! Remember, such an experiment is personal—real. In it, each individual is creating, with the odds and ends boys and girls carry in their pockets. Such objects, as you know, have little value, but they are cherished by their owners, and thus the pictures made from them will have value, too.

I like to consider such an approach the same as playing a game with the young fry. In this fast-moving world of ours such simplicities all too often seem to have become extinct.

As a reminder, I'd like to refer again to how important it is that a group as a whole be given something to do. If all share in responsibility, it is true democracy at work.

Let Folks Know

Several media of publicizing the public recreation facilities, and recommended improvements, are being used effectively in Houston, Texas. A sixty-page, attractively printed brochure titled, "Recreation for Everyone," published last year,* outlines the importance of recreation and informal education, and sets forth detailed recommendations for the improvement of facilities and services for every age and interest group in the community. Also available, is a short movie* with the same title, dramatizing the need for and possible fulfillment of a recreation program.

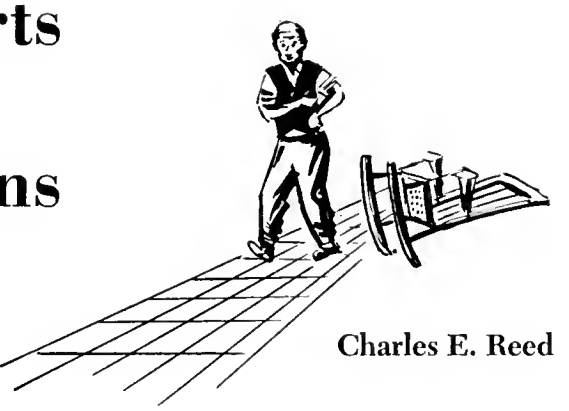
The brochure presents a very thorough analysis of the city's specific circumstances, stressing throughout that Houston is at the *bottom* of the list of cities in the same class as to per capita expenditure for recreation. General recommendations for public recreation development, condensed from the brochure are: that appropriate local governmental units acquire land for park and playground development, aiming for a five to seven acre park within a half mile radius of every home, properly staffed and offering the following: (a) recreation building, (b) lighted multiple-use athletic field, (c) lighted playground apparatus, (d) picnic area with tables, benches and grills; a large playfield of fifteen to twenty acres within a mile radius of every home, offering: (a) large building with gymnasium-auditorium, club and craft rooms, kitchen and rest rooms, (b) outdoor swimming pool with lockers and showers, (c) lighted hard surface play areas for tennis, basketball and volleyball, (d) lighted baseball and softball fields with bleachers, (e) automobile parking areas; the preparation of a detailed plan of public recreation development; an increase in the operating budget; full departmental status of the parks and recreation department; reactivation of the parks and recreation board; the hiring of full-time personnel to staff centers and playgrounds; giving due regard to cultural pursuits within the recreation program; the development of facilities to serve equally the needs of Negro, Latin American and Anglo residents; maximum use of existing school facilities; the acquiring of new playgrounds adjacent to new school sites; the development of scenic parkways; the development of park and parkway acreage around the proposed San Jacinto River dam and reservoir; cooperation with other governmental units to develop a metropolitan park system within a radius of ten to twenty-five miles of Houston to provide large reservations for camping, hiking, nature study, picnics, boating and fishing.

This report is the work of four hundred citizens, bringing to more than a half million fellow residents the facts about their own community. This community council believes when you let folks know what is needed, they will see that it is done.

* Available from Community Council of Houston and Harris County, 1209½ Capitol, Houston 2, Texas. $1.00 per copy. Write for information on movie.

An Address*

America Alerts Her Senior Citizens



Charles E. Reed

THE EXTENT TO which the public concern is now centered on our senior citizens, and the rapidity with which it has spread within the past half decade, is little short of phenomenal. Probably no age group has aroused as much nationwide attention within so brief a period. Some of the manifestations of this interest and the basic factors that prompt them have real significance for professional recreation people.

First, the rapid increase of older population in relation to our national problem of leisure time arrests attention immediately. The recent report of the Bureau of the Census for the past decade showed that the nation's population of citizens sixty-five years of age and over in 1940 was nine million. By July 1950, the number within this group had increased to eleven million six hundred thousand. Some authorities estimate that by 1960 it will be fifteen million and by 1976 possibly twenty million. Actuarial calculations show the average length of life in 1850 was forty years; in 1900 forty-nine years; and in 1950, sixty-seven years. It is expected by 1960 there will be thirty-five million people in the United States who have passed the forty-five year mark. For recreation planners and administrators this means that by another decade approximately one-fourth of the potential participants in their community programs will be older adults. In his thought-provoking book entitled, "The Best Years," Walter B. Pitkin, earlier known as the author of "Life Begins at Forty," recounts the phenomenal scientific achievements which are contributing to prolonged life, and more important, the new opportunities that can make these added years more fruitful and satisfying.

Another factor of real significance and promise for the future is the change in the public attitude toward the aging and their problems. No longer do we hold that people get only what they deserve and that it is their own fault if they cannot care for themselves. We now know that economic security will not enable older people to solve all their problems. Our present day social consciousness recognizes that older persons are more frustrated and more discouraged than they have ever been before, because they are without enough interesting things to do and lack status in their families and in their communities.

At the National Recreation Congress in 1948, Dr. William C. Menninger, the well known psychiatrist, stated, "In civilian life every physician, both knowingly and unknowingly, treats patients who are emotionally ill. It is estimated that fifty per cent of all patients who consult all physicians, general practitioners and specialists, become ill from the stress and strain of life on their personalities rather than from invasion of bacteria, injury or cancer.

"Recreation has not only played an important part in the treatment program of many mental illnesses, but it has been a considerable factor in enabling former patients to remain well.

"It is my firm conviction that if we could encourage and watch and guide more people to more effective recreative activity, we could and would make a major contribution to our national and international peace of mind."

In his book, "The Second Forty Years," Dr. Edward J. Steiglitz says "Success or failure in the second forty years, measured in terms of happiness, is determined more by how we use our leisure time than by any other factor."

The National Conference on Aging held at the request of the President in Washington during 1950, gave prominent recognition nationally to the various problems of this age group. Health, education, recreation, housing, employment and community organization were important considerations. A special section on recreation brought together about eighty individuals representing rural and urban areas, local, state and federal government agencies, well known private agencies, churches, labor, industry and a number of other community groups.

Prior to this national gathering,

* Delivered by Mr. Reed at Southern Conference on Gerontology, University of Florida, Gainesville, January 1952.

there had been a number of commissions and committees, some federal, some state, which dealt with segments of the overall problem, such as mental hygiene and employment. More recent steps by a number of states have special significance just now. In 1947, New York State set up a Joint Legislative Committee on Problems of the Aging, to study and develop a comprehensive plan for attacking these problems, including recreation. North Carolina soon established a legislative committee to work along similar lines. Illinois and Michigan created governors' committees on the aging, the latter in 1951. Florida launched a program through the State Improvement Commission. By unanimous vote of both houses, Wisconsin last year directed a joint legislative council to study all problems of the aging, including recreation, and voted an appropriation to meet the cost. Rhode Island established in 1950 a legislative committee to study discrimination against older workers in industry, and Connecticut created a state commission on care of the chronically ill, aged and infirm, which is oriented mainly though not exclusively on the medical and rehabilitation aspects of the aged. The special governors' conferences on problems of the aging held in California and in North Carolina, both in 1951, gave prominent attention to recreation. In 1950, the Ohio Citizens Council for Health and Welfare, in cooperation with the state department of public welfare, issued its report of a study of recreation for Ohio's old people.

State and local departments of public welfare are increasingly active in promoting recreation as a means of rehabilitating and keeping senior citizens out of mental hospitals. A full-time consultant on older age recreation groups has been working out of the department of social security in the state of Washington for the past two years. His responsibility is to encourage the establishment of older age clubs under the sponsorship of local recreation departments and community service groups. This service was initiated by the department of social security partially as an economy measure. The cost of medical care which the state was subsidizing for many older age persons was extremely high. There was ample evidence to indicate that some of this illness was not physical but the result of feelings of loneliness and rejection. A sound recreation program for this age group was found to be a positive factor in reducing the need for medical care. The state division of social welfare of Minnesota has employed an occupationalist to introduce leisure time activities in homes for the aged. State park, conservation and recreation bodies, responsible for planning state parks and forest areas for public use, are giving more consideration to distances between parking sites and recreation attractions to accommodate the physical limitations of senior citizens. Planners of local school structures should include suitable indoor recreation facilities for this group, especially hobby and quiet game rooms.

During the past three or four years in particular, the recreation needs of this group have had a prominent place in the programs of many state recreation conferences, the yearly district conferences of the National Recreation Association and in the annual meetings of the National Recreation Congress. In the last decade a considerable number of articles on recreation for the aging appeared in the magazine RECREATION.

Much of the interest and initiative and planning for the recreation needs of the nation's senior citizens have also come from private agencies and groups. In November 1950, Community Chests and Councils of America sent a questionnaire, on local community planning to meet the needs of the aging, to each of its four hundred and fifty member councils. Of the one hundred and sixty-four replies, eighty-three councils reported local committees working on some aspect of the problem. By far the largest number of communities were concerned with recreation.

Forward looking educators have also voiced concern. Formal consideration of the subject was first given by the National Education Association in 1949 when its Committee on Education for An Aging Population met and urged all adult education agencies to work toward the following objectives:

1. Revision of the attitudes of all community groups in order to achieve recognition of the usefulness, the dignity and the needs of older people.

2. Creation of educational activities that will prepare all people for the second half of life and that will meet their needs as alert, functioning members of society.

3. Re-training older workers for employment in occupations suited to their changing capacities and for eventual retirement.

4. Giving professional workers in all fields the new knowledge they need for successful work with older people.

A noteworthy recreational-educational experiment in the form of a course for older people, designed to assist them in making adjustments to old age, was conducted in 1948 by the University of Michigan Extension Service and the Institute for Human Adjustment. From it grew the Ann Arbor program of activities for oldsters of the community. Participation in the course and in the community program that resulted was, and still is, by the senior citizens themselves.

Family group together, weaving reeds in recreation program of Long Beach, Calif.

The stake of the church in this national problem is high because those of older age have an increased sense of the importance of spiritual values.

The National Council of Churches of Christ in America carries on a training program for pastors and parish workers to help them with the health, recreation and spiritual needs of church members. Facilities and programs in church-sponsored social and recreational centers are being provided increasingly by all of the leading religious faiths.

The present tempo of retirement and pension systems involving thousands

of employees has stimulated a number of business and industrial companies to formulate plans designed to help workers to make their "graduation" from active employment a satisfying experience. These concerns see the great importance of their recreation programs.

The prevailing method is a counseling or interviewing plan with guidance on how the employee can best serve himself, his family and his community. The Esso Standard Oil Company provides an excellent plan of counseling and help by conducting a seminar or discussion group for its employees to be retired. The group discussions, carried on by small groups of people (ten to fifteen), last about one hour each, and are held at various times. A series of five meetings is held for the group, whose retirement is about one year off.

The objectives of the program are:

1. To give each person in the group an understanding of the problems he is apt to face when he retires.

2. To stimulate organized thinking toward suitable post-retirement interests and activities.

3. To generate some action on plans before actual retirement.

The General Electric Company, Bridgeport, Connecticut, starts its program for persons to be retired five years in advance of the retirement date. The personnel manager discusses with the employee what he plans to do when he retires. If he plans an active retirement, a physical examination is given. If the worker plans to set up a business, the employee is given advice on the many problems connected with the conduct of a business. Following his retirement, company representatives visit the retired employee periodically to see how he is progressing. Similar counseling and guidance plans are functioning in the Ford Company, General Motors Corporation, Bell Telephone Company and probably some others.

In other concerns, the employee about to be retired is encouraged to join one of the hobby groups of the company's employee recreation program or to acquire a hobby having a carry-over value.

Generally recognized, too, is the active interest of the major labor groups of the country, not only in the extension of pension and retirement privileges for employees but, also, in the provision of recreation and other community services that will help working people to face the older years with confidence and anticipation.

It was the original intention to enumerate in this review the communities over the country which now have functioning clubs, daytime centers and other types of noteworthy programs of recreation for senior citizens. So great is the number, however, it has seemed better, within the limitations imposed, to highlight some of the varieties of sponsorship and organization which may suggest present trends and the prospects of further progress. According to the Recreation and Park Yearbook, issued this year by the National Recreation Association, three hundred and ninety-two cities of the total of two thousand two hundred reporting, indicated they were providing recreation activities for older persons. One hundred ninety-one of these reported ninety-four thousand seven hundred and three participants of this age group. These represent public agency sponsors of large cities, medium sized and small communities and counties. This number does not include the many similar programs operated by private organizations. The annual reports of the field staff of the National Recreation Association for the year just closed, uniformly testify to the popularity and success of these programs and to the considerable number of new programs started during the year by municipal recreation authorities throughout the country. Most of these are club programs. Some were started among older pensioners, and these have not seemed to attract many outside of this group, although membership is open. This has raised the question of the advisability of starting in this way. As with other age ranges, grouping by ages is not considered by many to be the sole and complete solution to recreation needs. Oldsters, they say, like to be among younger persons, to watch children play, and to participate in activities that they enjoy purely on the basis

Purposeful activity gives oldsters feeling of usefulness, and fly-tying is just that.

of personal interest or skill. In Memphis and elsewhere, older citizens square dance with other age groups and participate in the community sings and family night programs of the public recreation department. There is an obvious tendency, as with teen centers which started as separate units, for more older age club activities to become a part of the public recreation department's regular programs, conducted at regular neighborhood centers.

Since 1941, when the public recreation department of Milwaukee organized its first club for oldsters, the number has grown to thirty-three. The membership is now more than fifteen hundred men and women. All but four of the clubs meet weekly in the social centers of the recreation department. One full-time recreation director and two full-time instructors devote themselves to the promotion, organization and supervision of these programs. Much of the original interest and initiative came from local welfare agencies and civic groups. Other leaders point to the desire of this age group, also, to want and need association with those of like age who understand their problems and can give them the kind of social recognition and satisfaction that they crave. The unorganized active and passive recreation opportunities afforded by public parks, playgrounds and school facilities constitute a substantial contribution to the recreation and enjoyment of senior

citizens.

Not to be overlooked, too, are the important contributions of pioneering private agencies, such as the clubs for oldsters in Philadelphia, the day centers for aged in New York, home visitation services or others, all of which gave national impetus to the movement. Self initiated and operated social and recreational organizations by oldsters themselves have arisen and prospered. One of interest, for men, is the Old Guard, which was established in Summit, New Jersey in 1930 and now has twenty-three chapters in eight states.

Beginnings have been made by a limited number of public and private agencies to provide visitation and recreation services to shut-ins and the home-bound. It is reported that nearly eighty percent of our senior citizens live in their own establishments and that one fourth of the persons receiving old age assistance in Cook County, Chicago, cannot get out of their homes. This needy group offers to recreation agencies unlimited opportunities for service.

It has been well said that "to know how to grow old is the master work of wisdom, and one of the most difficult chapters in the great art of living." Much work lies ahead to bring about the useful and important changes that will give older people the vital place in modern life which they deserve and of which they are capable. It will take research in a number of areas, not the least essential aspect of which is in the field of recreation. What can older people do? What do they want to do? What opportunities for recreation are available to them? To what kinds of recreational activities and interests do they most eagerly respond? What types of community participation will give them status and new confidence? Limited but significant answers to some of these questions are already at hand in the remarkable annual hobby shows for older people in Washington, D.C., Chicago, New York and Cleveland, which has had its fifth; camping programs for senior citizens which have been provided by the public and private agencies cooperating in Durham, North Carolina, Chicago and perhaps a few other cities; and the Conference of Older People sponsored by the Chicago Recreation Commission in which fifty per cent of the planning committee represented older age groups. Nowhere have we tapped the great resources for leadership among senior adults themselves.

The high level objective of the recreation program for America's senior citizens was voiced at the recent meeting of the National Recreation Congress. It held that the recreation movement can do much to emphasize the idea of older people continuing to contribute to society rather than society taking care of them; and that recreation for older people should convince them they are needed and respected by the members of the community, in the help they give to make the community a better place in which to live.

The way Richmond, Virginia, approached the recreation problem of its aged citizens, to cite one city of moderate size, suggests a constructive procedure which the responsible public and private recreation agencies of any community may well follow. Last year this city made a study of recreation for people sixty years of age and over. The report on home visits made as a part of the study shows "that about half of the older persons interviewed say that they generally have nothing to do all day." Of nineteen general medical practitioners who replied to a questionnaire, fifteen said the men and women over sixty in their practice are lonely and have too much leisure. Eighteen of them said a handbook of recreation and leisure time services would be helpful to them in their practice. Accordingly, the committee on recreation which made the study recommended "that the department of recreation and parks assign a staff worker, not only to develop department programs for the aged in both Negro and white communities, but also to assist the churches, the homes for the aged and other community groups in the development of these leisure time activities." It recommended also that the Richmond area community council provide a handbook on recreation programs and facilities in Richmond available to those sixty

Milwaukee Golden Agers meet weekly in local centers and take their chess seriously.

years of age and over, for use by doctors, nurses, ministers, social workers and others who work with this age group; also, that all local organizations which use volunteers give consideration to fuller use of retired people as volunteers. Too, students of research in recreation, as well as administrators and other recreation workers will profit by the results of current studies of such problems as housing, health, education and employment of the aged. Many valuable research projects in these fields have been made and others will be undertaken by well-known foundations, educational institutions, governmental and private agencies and other professional groups, such as the American Psychiatric Association, the American Psychological Association, the Geriatric Society and the Gerontological Society organized in 1944.

It is recognized that no substantial improvement of services for older people can be achieved if the community does not understand their needs and wish to meet them. The obligation of tax supported recreation agencies to serve all age groups in the community has long since been accepted, at least in principle. Recreation should be one of the very vital forces to alert our senior citizens themselves, as well as community leaders generally, to a realization of their abilities, their capacity for continuing growth and usefulness as well as personal enjoyment.

Heading for Seattle?

National Recreation Congress
September 29 - October 3

By the time this issue of RECREATION appears, the outline of the program for the 1952 National Recreation Congress will have been published. If your copy has not yet reached you, be sure to let the Congress Committee know, and it will be sent to you immediately. Address the committee at 315 Fourth Avenue, New York 10, New York.

The Congress will open in Seattle on Monday morning, September 29, with sessions for chief executives of recreation programs, for recreation supervisors, for those interested in recreation in rural areas, recreation for industrial and business employees, and recreation for those in hospitals. New this year will be a session for playground directors, in answer to popular demand for a special meeting for this important group, more and more of whom are attending the Congress each year.

Another innovation this year will be a special meeting on Monday for the wives of recreation workers. The 1951 Congress at Boston gave special recognition to wives by means of the "Certificate for Wives," which proved so popular that the limited supply went very quickly. This year plans are being made for the wives to have a meeting of their own to get acquainted and to discuss the possibilities of their week in Seattle and to make plans. Results of this meeting will be watched by the Congress Committee, and by husbands, with a great deal of interest.

Preparations for the Congress are always two-way—the Congress committees work hard to develop the best possible program, and the delegates have to do their planning for getting to the Congress. This year the recreation leaders in the Pacific Northwest, who have so loyally attended congresses in every other section of the country for many years, are having somewhat the better of the planning. Leaders in other sections of the country must make an extra effort in order to attend.

But the additional planning will be well worth the effort. The trip itself is one which many people dream of taking some day. Many a delegate is making it this year as part of his vacation and in the company of his family. Incidentally, valuable help in planning this trip can be obtained from the new *Summer Vacations—U. S. A.*,* which carries information on the various interesting routes into Seattle, maps, a listing of special events throughout the country, travel tips and facts not generally known about visiting state and national parks.

The surpassing beauties of the Seattle environs cannot be exaggerated. And the recreation programs of Seattle, King County and the state of Washington are well worth a visit and study. The extra effort made in getting to the Seattle Congress, on the part of those some distance away, will be repaid many times over in experiences which will be remembered for years.

The program is being planned this year to be of the most possible help to all kinds of recreation leaders—from board and commission members to playground workers, from executives to volunteers, from veterans to students.

Special attention is being given to such subjects as the problems of smaller cities, particularly appropriate this year; finances, always appropriate; problems of parks; resources for water recreation; regional recreation planning; family recreation; community centers. In addition there will be meetings on public relations, pet ideas, athletics, camping, church recreation, volunteers, research, surfacing, national defense implications and many other subjects. (For the full list see the program outline.) Several general addresses already have been scheduled, and next month's RECREATION will carry a fuller statement about this aspect of the Congress program.

An important function of the Congress is annual renewal of inspiration for the important work for which recreation leaders are responsible. The messages of the general speakers bring a lift, an increased enthusiasm to take home and use in making our work more effective. More and more recreation leaders are seeing the importance of attending the Congress each year. New trends and developments, which occur during each twelve months, are reviewed. Young—and old—recreation workers periodically need renewal of spirit and of dedication. Board and staff members have a chance to rotate from year to year, so that eventually all will have had the opportunity to attend the Congress.

It will assist the Congress Committee considerably if you will let them know whether or not you will be able to attend the Seattle meeting. A post card will suffice, and it will be sincerely appreciated.

Next Month

RECREATION will carry next month a complete outline of the Congress program and pictures of many of the Seattle, King County and state of Washington recreation leaders who are doing so much to make the 1952 Congress one of the finest ever held.

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* Published by the National Recreation Association, April 1952. Order through your local book store. One dollar.

games

stunts

pageants

stories

just having fun . . . In memory of a man who believed in play for everyone.

HONORING JOSEPH LEE

• THE ANNUAL CELEBRATION OF JOSEPH LEE DAY, on the last Friday of July, on many of America's playgrounds ranks second only to the Fourth of July. Remembered as "The Godfather of Play," Mr. Lee began in 1894 his lifetime work of establishing playgrounds and fostering play, for children and adults, when, as a young lawyer in Boston, he was shocked to witness the arrest of some boys for playing in the streets. In order to do justice to this day, start planning *now*.

In Readers Digest for December, 1937, Susan Lee wrote: "Don't let my father grow into a department store Santa Claus, with nothing but a white beard and a reputation for benevolence to recommend him, or yet into a cherry tree type of childish hero. He liked people who were 'fierce' or 'sassy,' pictures and dances that had 'zip' and jokes that caught you under the fifth rib and woke you up laughing in the middle of the night. I have never known anybody farther from the traditional stereotype of the 'dear old gentleman.' One of my father's favorite expressions about a speech, conversation and the like, was 'a song and dance.' It seems to me somehow symbolic of his attitude toward life."

IN 1951, MANY CITIES carried out effective memorial celebrations—some for one big day, some through week-long programs. The "Playground Founder and Donor's Week" program in Torrington, Connecticut, was one of the most successful, receiving wide recognition in the newspapers in that area. Events included a junior Olympic track meet for boys and girls, carnival on wheels parade with awards, storytelling, city band concert, a Huck Finn fish derby, wild west play day and an amateur hour contest. Local donors of recreation areas and other gifts in support of playgrounds received special honors. Recreation Director Carl Bozenski was especially proud of an unsolicited editorial which appeared in the August 5, 1951, *Waterbury Sunday Republican*, which said in part: "Torrington's . . . programs have been well planned and well carried out . . . several special events have been arranged in a manner which has attracted national recognition."

The Joseph Lee Day celebration in Charleston, West Virginia, a city-wide program on all playgrounds, developed into an elaborate and gala affair. Each playground chose a theme or plan of action to be carried through the Friday celebration. At one playground a life-like figure of Joseph Lee, constructed by the children and leaders, greeted visitors at the gate. Participants wore Gay 90's costumes, even sporting bustles or handle bar mustaches. Another adopted the "Spirit of Play" theme, and included an "Old Folks Corner" to extend a welcome

to visitors from eight to eighty. Other playground themes were "Alice in Wonderland;" "Carnival Spirit;" "Progressive Party," featuring relay races and competitive contests; a fairyland, decorated with bright balloons and crepe paper; a circus, with side shows, dancers and barkers; and in many places one found peep shows, folk games, dances, contests and community singing. Several picnics were planned.

It is not easy to plan special events which are different, and though the following activities are not new, they may give leaders a few ideas for which they can develop a new twist.

Joseph Lee Mask Contest

Use the old paper bag mask stunt,[1] and hold a "portrait" contest to see who can most nearly reproduce a Joseph Lee likeness.

Stilts

There are many ways in which stilts can add to the fun—with stilt races for experts, beginners' contests for those who have never before been on stilts, for circus "giants." A long-range project might combine arts and crafts with playground stunts by giving awards for the best looking and/or best constructed pair of stilts made in the workshop.[2]

Parade

Although it might grow into too elaborate an affair, one way to bring parents into the spirit of Joseph Lee Day would be to enlist their aid and participation in a full-fledged parade, from a chosen starting point, through the streets to the playground. This would make the whole town part of the celebration, as such an undertaking would entail police permission and supervision, and merchants might contribute toward floats developed on cars and small trucks, not to mention the crowds who always "love a parade." Story book or sports themes can provide endless ideas for floats.[3]

Boston's Mayor John B. Hynes holding a copy of the late Joseph Lee's monumental work, "Play in Education." In the fall of 1950, he accepted, on behalf of the city's recreation board, what was probably the first library on recreation in America, accumulated by Mr. Lee, NRA founder, "Father of American Playground." Presentation was made by President Mayo Adams Shattuck (r.), Massachusetts Civic League, also founded by Mr. Lee. Books are authoritative, by pioneers of recreation movement.

Friendly Nations Picnic

Come in costumes of other lands, and plan picnic food of native delicacies of the land chosen. It could be arranged to have different groups choose certain countries and give prizes for the cleverest costumes and most authentic foods. This lends itself to whole-family participation. After the picnic there might be a series of "acts" in which each group would demonstrate, for the others to watch, games and dances of "their" country.

Any number of variations could be developed on this idea—a historical periods picnic, fairy tales picnic, occupations picnic (farmers, fishermen, woodsmen, ranchers, and so forth). In many cases costumes could be indicated simply, such as overalls and bandana for a farmer, and thus entail no extra cost or effort for mothers.

Once you begin to explore ideas already used by others, original stunts begin to form in your own mind. By trying to celebrate Joseph Lee Day in a "more fun than usual" manner, you'll find yourself and your groups doing some creative thinking. That is the kind of living memorial with which Mr. Lee himself would be most pleased.

"Play is synonymous with growth. The child . . . follows the ball each day into the unexplored regions of potential character, and comes back each evening a larger moral being." — Joseph Lee

[1] Paper Bag Masks, M.B. 510.

[2] Stilts (building instructions), M.B. 1138.

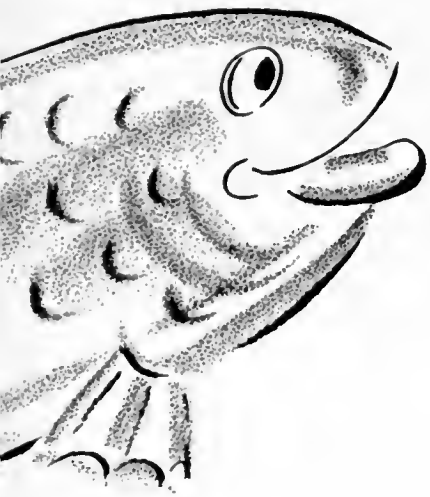
[3] So You're Planning a Parade (float construction on cars), F 14.

Other Provocative Bulletins:
Novelty Games for Your Track Meet, F 16.
A Chinese Picnic, M.B. 1993.
A Model Parachute Contest, M.B. 1591.

Order from Bulletin Service, National Recreation Association, 315 Fourth Avenue, New York 10. All bulletins ten cents each.

Boy and Girl Anglers

by the Million



FISHERWOMEN. Fishing intrigues three serious participants in rodeo co-sponsored by recreation commission and wildlife club in Hickory, N. C.

YOUNGSTERS, fishing poles, lures, bait, excited cries of "I got a bite!", sudden dunkings, proud fathers, sunburned noses and ravenous appetites—mix all this with fresh air and fun and you have the ingredients for the growing following of small fry fishing derbies.

The number of children officially participating in supervised fishing reached the four million mark in 1951. All over the United States, more and more recreation departments are sponsoring fishing derbies, Tom Sawyer and Becky Thatcher costume contests, and dad and son (or daughter) outings.

In Milwaukee last year the department of municipal recreation conducted its first fishing trip for boys and their fathers. "The expedition went fifty-five miles to Kettle Moraine State Forest, at a round trip cost of $1.10 per person. The recreation club leaders had developed this project at club meetings with discussion on fishing paraphernalia, the kinds of fish and distinguishing marks and shapes, feeding habits of fish, how to bait a hook, how to prepare a fish, safety factors and good sportsmanship. "Boys were instructed to bring a jointed cane pole or fishing rod, fish line and cork, snelled gut hooks, garden worms or night crawlers, a fish stringer, old clothes and rubbers. The fish that were biting at this time were bluegills, crappies and bullheads. Each boy was required to submit a signed parental permission slip for the trip. The bus made pickups at eight in the morning and returned all boys to their homes by six in the evening.

"There was a good representation of fathers on the trip, but the awards for the heaviest fish and the longest fish were won by the boys. Among the experiences shared were outdoor cooking, tangled fish lines, wet feet and a day of happy companionship with their dads."

GOOD CATCH. Two proud Alondra Park fishermen display fish on Huck Finn Day, Los Angeles.

BIG CITY FISHERMEN. Believe it or not, this is scene in Brooklyn's Prospect Park, where youthful anglers gathered for a fishing contest.

One recreation leader received proof of the success of the venture when he later encountered a father who asked. "When do we go on the next fishing trip? My son and I had a wonderful time and he still talks about it."[1]

Out in Los Angeles, California, the idea of a *vacation fishing project* for children, last summer, "originated with the sportsman fathers who belonged to rod and reel clubs; and, tri-sponsored by the Los Angeles recreation and park commission, the California state fish and game commission, and the Los Angeles Junior Chamber of Commerce, thousands of boys and girls had the opportunity of whipping the waters of three city park lakes. Echo, Reseda and Lincoln Park city lakes were chosen because all have shallow water near the shore. There were various rules: no bathing suits, thus removing the temptation to slip into the water for a swim, no fishing from docks or boats, and no overhead casting because of the danger from flying hooks. Conspicuously posted signs on the trunks of palm trees gave the rules.

"On opening day, approximately fifteen hundred children packed themselves along the shore of Echo Park Lake to catch the bluegill, catfish and carp with which the water had been previously stocked. They were equipped with gear ranging from mop handles which dangled bent pins from a length of cordstring, to dad's super-fancy fly rod, double-tapered line and automatic reel. And to say that the fish were surprised would be the under-statement of the year. Never in all their citified existence had they beheld such a bewildering choice of bait: dough, salmon eggs, bugs, worms, grasshoppers, bits of salami, chunks of raw liver—and they turned up their noses at all of them. But bread? What city park fish hasn't snapped at bread cast upon the waters by picnickers? And, with no competition from the skeptical ducks, the fish swallowed the bread, and alas! also the hook . . . "[2]

Regular police and lifeguard patrols kept a watchful eye on the youngsters, to pull a few from the water when a careless step too near the edge resulted in a wet tumble, or to bandage the minor scratches and bruises which were the day's only casualties. The catches ranged from strings of carp to a tiny goldfish, and rewards came mainly in the fun of the fishing and praise from mothers who brought picnic lunches.

Sponsored by service clubs and civic groups, city fishing for youngsters has become the top junior sports-participation event of the country. Since holding the first of the Boy and Girl National Better Fishing programs in 1948, the officials of Better Fishing, Incorporated—a not-for-profit Illinois membership corporation with national headquarters in Chicago (See RECREATION, September 1950, page 214.)—report that at least ten million boys and girls have enjoyed guided fishing fun. Annual municipal champion boy and girl anglers are chosen to be junior national Better Fishing kings and queens by reason of having hooked and landed, without physical assistance from an adult, the heaviest game fish from representative sport fish families.

One purpose of this program is to raise a whole generation of wildlife conservationists, who, as adults, will desire and demand preservation of our wildlife resources. But the immediate purpose being served is that millions of boys and girls are getting a chance to understand and practice an outdoor sport which offers inherent qualities of challenge, peace and patience, amid beautiful natural surroundings.

[1] Excerpts from article by D. B. Dyer, Assistant Superintendent, Recreation and Adult Education, Milwaukee Public Schools.

[2] Excerpts from article by Charlotte B. Norris, Los Angeles, California.

Pageantry
Public Relations
Participation

The fancy castle, where the little girl's wish was granted, was centered in a hedge of flowers.

THE ABOVE THREE CONCERNS formed a simple statement of recreation objectives in Dayton, Ohio, in the spring of 1951. First of all, we wanted to produce a pageant with little or no funds. Second, we wished to get good publicity for the recreation program and establish better public relations in the community. Third, we wished to build participation in certain age brackets and encourage volunteer assistance. The vehicle chosen to accomplish these objectives is described below by the three specialists employed on the division staff. The results achieved exceeded by far our fondest expectations.

As a climax to the 1951 playground season, a city-wide storytelling pageant —"The Dearest Wish"—was presented on August 16, at the Leslie Diehl Memorial Band Shell in Island Park. Many of the playground activities were combined into this one big production in order to demonstrate to the public the variety and type of recreational opportunities which had been offered during the summer.

At the beginning of the playground season, questionnaires were distributed to our forty playgrounds and the directors held try-outs for the best talent. After a two-week city-wide search, the leading characters and special groups were chosen for the production.

A nine-week period for classes was scheduled by the three specialists in dramatics, dance and crafts. Despite vacations, day camps and summer schools, attendance was remarkably good. Because the children were enthusiastic and the playground directors cooperative, a great deal was accomplished in a relatively short period of time. The directors of the various playgrounds assisted the specialists with costumes, and taking charge of their groups backstage at the dress rehearsal and the final performance.

The theme was built around the story of a little girl who wandered into fairyland. There she was granted three wishes by the fairy queen. The wishes were those "dearest to her heart": to listen to stories, to have lots of candy and to play.

Music and Dances

The Dayton Junior Philharmonic Orchestra, under the direction of Marjorie Kline, accompanied the dances and many of the pantomimes with a very beautiful musical score. The use of good music was a definite asset to the entire performance. Among the works presented were: "The Four Swans" from the *Swan Lake Ballet* and "Serenade for Strings," both by Tschaikovsky; "Children's March" by Prokofieff; "Gavotte" from the opera *Mignon* by Amboise Thomas; "Morning Song" from *Peer Gynt Suite* by Grieg, and many others. Variety in types of music and in the manner of presentation helped give color to the performance. The drama and suspense, in return, helped effectively to popularize good music. For the children it developed rhythm, created the mood for better interpretation, encouraged better concentration, taught teamwork, developed grace, and helped stimulate their appreciation of good music.

In creating the dances, it was necessary to keep in mind the fact that most of the children were untrained. Because of this, and because it was a creative type of production with fairies, butterflies, sunbeams, and so on, creative interpretive dances were used. However, a few children had had previous training in ballet. For example, the fairy queen's dance, which was the only solo, was a beautiful toe dance, and was performed by one of these children. All other dances were done in groups.

On those playgrounds where no

MR. WAGNER, *Superintendent of Recreation, Dayton, Ohio, will be happy to reply to requests for information.*

Daniel E. Wagner

"The Dearest Wish"

piano or phonograph was available, the dances had to be rehearsed to counts and handclaps. On others, we were fortunate to be located near a school or community center where facilities for accompaniment could be found. All dances were choreographed according to the age and ability of the children and to the types of characters they were portraying. For example, the elves' and gnomes' dance was sprightly with many jumps and hops, while the sunbeams' dance was quiet and smooth, with a stealthy feeling like the morning light as it creeps over the land.

The dance groups, in order of their appearance, were as follows: butterflies and young fairies, five- and six-year-olds; older fairies, six- to ten-year-olds; elves and gnomes, fairy queen's court (pages, trumpeters, jesters, and ladies-in-waiting), King Sweetmeat and candy subjects, older square dance group, twelve- to fourteen-year-olds; younger square dance group, five-year-olds; folk dance and sunbeams.

Dramatics

In presenting the dramatic side of the pageant, the action was kept as natural and creative as possible. The formal type of drama, with memorized speeches, was, of course, necessary to tie the whole program together and present the plot. The lines were taken from the original pageant, by Pauline Oak, which may be found in *Silver Bells and Cockle Shells* published by the National Recreation Association.

Creative dramatics and pantomime were used primarily in the storytelling episode. Mother Goose rhymes and stories were narrated by the story lady, while the children created the appropriate pantomime. The action and characterizations were created entirely by the children through their own ideas, feelings and imaginations, with the exception of a few stage directions to give the best effect. It was a delightful experience to see the freedom and enjoyment displayed in rehearsals and in the performance, as a result of using informal drama created by the players themselves. Instead of the frightened five-year-old trying to recall the action she had been drilled to remember, it was Little Miss Muffet, herself, remembering all the pantomime which was her creation from the very beginning.

Throughout the summer, the playground leaders were instructed and encouraged to use this enviable opportunity to share the world's greatest treasure of stories with the children. In the final project, the importance of storytelling—the oldest of all arts—was again pointed up as a *must* in the recreation program. The main theme of the whole pageant was summed up in the story lady's final speech. "It is over—all but the stories, which shall go on as long as there are children in the world." The story book episode was indeed the highlight of the pageant and the little girl's dearest wish come true.

Adaptations of games enjoyed on the playgrounds were used to illustrate the little girl's third wish, which was to play. Creative dramatics were again used in the singing game, "Fair Rosa." Other singing games used were "Looby Loo" and "Swinging in the Lane." A speaking jester introduced each new game group, with a short poem cleverly accompanied by pantomime.

Puppetry is increasing more and more in popularity, as a recreation activity, and therefore should not be overlooked on the playgrounds. However, since puppetry is best given for a small audience, it was not presented in the pageant, but was used in connection with the publicity. As an example of one of the stories to be revealed in the pageant, "Hansel and Gretel," a marionette play, was done on television by a group of children.

Two weeks before the pageant an extensive program of publicity began. Three hundred and fifty posters were distributed about the city. Some of these were made by the children on the playgrounds, for a city-wide poster contest. The rest were contributed by a printing press in exchange for a small advertisement of their service in the corner of the poster. Other private concerns contributed generously. Four television shows were given, to interview the specialists and leading players and to present the marionette play and special groups who would appear in the pageant. Dayton's two newspapers carried a feature story and announcements. All four radio stations made spot announcements, and one did a fifteen-minute broadcast. Dayton's leading depart-

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ment store featured a huge story book and story book characters in a very effective window display.

Scenery and Costumes

The bandshell was a natural setting for the scenery—a castle upstage center with a high hedge at the sides. In front of the hedge, clumps of sunflowers and hollyhocks, flowering vines, tulips and jonquils, logs and groups of toadstools were arranged to give the effect of a fairy ring for our fantasy.

The color scheme was, of course, worked out first and carried out in both scenery and costumes. The latter were made for the most part by the mothers, and in some cases by older sisters. Some of the scenery, such as the castle, the story book, toadstools and the fairy wings, were made at playgrounds where a workshop was available. All playgrounds made paper flowers.

Realizing that there had been no provision made in the budget for an elaborate production, every effort was made to economize. Some of the framing for the castle and the garden gates was made from scrap lumber destined to become kindling. Some old costumes left from past pageants were remodeled, bleached and dyed the desired colors, or used as foundations for crepe paper creations. The hedge was made of artificial grass, borrowed from the cemeteries and hung over a chicken wire fence. The entire bill for the flame-proof crepe paper, paint, wallboard, chicken wire and miscellaneous items came to about seventy-five dollars. Additional personal services cost another sixty-five dollars, making a total of one hundred forty dollars in expenditures.

The final rehearsal was held at the bandshell the day before the performance. Directors with their groups (twenty groups altogether) reported at the west stairs of the shell where they were assigned dressing room space. Approximately two hundred children participated in the show. It was impossible to place them all in the dressing rooms in the basement, so space was roped off in the rear of the shell for half of them. Chairs were placed in circles and each group was assigned to a definite section, where costumes and lunches were deposited. The groups, with their park directors, took seats in the audience and waited until called upon to perform. Immediately following the run-through, the entire cast ate a picnic lunch in the park. At seven, everyone returned to his assigned place and the make-up crew, which consisted of twenty park directors, went to work. After make-up was applied and the children were costumed, the directors told stories and conducted quiet games. This kept the children entertained and together while they waited for the cue girl to take them backstage for their entrance. This procedure, used for dress rehearsal, was followed for the final production and resulted in a smooth and well-organized performance.

Over four thousand people packed the grounds at Island Park to see the first city pageant presented in ten years. A thrilling "Ohhhhhh" arose from the audience as the lights came up full upon the setting. The audience was an appreciative one, which encouraged the players immensely. The use of dancing and dramatics gave the players a sense of freedom which helped them to thoroughly enjoy the whole production. It also gave them a feeling of accomplishment and satisfaction to have been part of a project from beginning to end.

Campus Grass Gets Chance

When it was necessary to obtain the cooperation of the students to preserve the landscaping improvements on the University of Cincinnati campus, the authorities held a slogan contest, giving prizes to winners, to elicit from the students themselves the best "keep off the grass" persuaders.

Winners, which proved very effective when put to actual use, were :

Detour, seeds at work!

Stop! I am not lawn for this world.

Don't be a schmo, let it grow.

"Let's have the 'new look,' the lawner the better."

Don't tread on me or my name will be mud.

Give the gay young blades a chance.

Don't get nosey with that toesy.

Spare the blades and keep the campus sharp!

Condensed from *Park Maintenance*.

Golf Administration

Golf Reservations

In an administrative bulletin, the department of recreation and parks in Los Angeles has set up the following regulations covering the department's golfing activities:

1. On Tuesday, Wednesday, Thursday, and Friday, reservations will be taken between the hours of 9:00 a.m. and 4:00 p.m. On Mondays, reservations will be taken between the hours of 6:00 a.m. and 4:00 p.m. When a legal holiday occurs on Monday, reservations will be taken on Tuesday from 6:00 a.m. to 4:00 p.m. When a legal holiday occurs on Friday, the latest time a cancellation will be received is 4:00 p.m. on Thursday.

2. All reservations for starting times for any day of the week on the Rancho 18-hole course and on the Griffith Park's Wilson, Harding, and Roosevelt courses *will be made by telephone only.*

3. Reservations will be taken only on the department switchboard, except on the day of play, when a telephoned reservation may be made direct to the golf course.

4. Reservations may be made for only one week in advance, that is on Monday, for days through the following Monday; on Tuesday, for days through the following Tuesday; and so on. The reservation office will be open only on Monday, Tuesday, Wednesday, Thursday and Friday of each week, except when a legal holiday occurs on one of these days, in which event reservations may be made for an extra day in advance.

5. A reservation may be cancelled by calling the same number up to 4:00 p.m. of the last day, excluding Saturdays, Sundays and holidays, prior to the day of play. Reservations for Sunday may be cancelled by calling the golf course direct on Saturday. Reservations may be made for singles, twosomes, threesomes, or foursomes. It is not necessary to give the names of all members of the party at that time. The department reserves the right to complete all foursomes where a reservation is made for less than four players, either by reservation or from the daily call sheet. Only one starting time may be secured for any weekend.

6. The registered player who made the advance reservation will pick up the tickets on the day of play, at least fifteen minutes prior to the starting time, by identifying himself and by payment of the greens fees and registration fees for the entire party, giving their names. In the event that the person who made the reservation is incapacitated or delayed, he may call the golf course at least fifteen minutes before his starting time and authorize any other member of his party to pick up the tickets by paying the reservation fee for the entire party and giving the original reservee's registration number.

Registration of Golfers

1. All golfers desiring to make advance reservations for starting times must be registered with the department of recreation and parks.

2. A numbered registration card will be issued free upon application.

3. Applications are available at all golf courses, or may be secured in person, or by writing to the Los Angeles Department of Recreation and Parks, Room 305, City Hall.

4. It is not necessary for other members of a party to be registered players, but reservations may be made only by a registered player.

5. The player who makes an advance reservation for a starting time must appear in person at least fifteen minutes prior to the reserved time on the day of play to pick up the tickets and identify himself, show his registration card, and give the names of all members of his party.

6. A registered player who fails to take up his tickets after having made a reservation will forfeit the privilege of making further reservations until he has paid the entire reservation fees for his party, if he has not given proper notice of cancellation.

7. This payment may be made at any of the municipal golf courses or to the office of the department of recreation and parks, Room 305, City Hall.

8. Monthly ticket holders may make advance reservations on weekdays only, but must pay the regular reservation fees.

9. Registration cards are not transferable. The person having a number should treat it confidentially. When reservations are taken on the phone, the registered player must give the number of his card.

10. In the event that bad weather causes the closing of any course, making the use of said course hazardous and detrimental to the course, all reservations will be automatically cancelled and no penalty shall attach to anyone having made a reservation.

11. It will be the golfer's responsibility in case of bad weather to call the course in order to determine if the course has been officially closed.

12. Rain checks or refund will not be granted to any player if his ticket has been punched or play has been started.

Baseball-Softball Skill Contests

by Sterling Geesman

BASEBALL AND SOFTBALL are sports of moderate activity that are perfectly adapted to the physical education or athletic program during the spring months.

To motivate learning and provide opportunities for practicing and developing the basic techniques, the instructor, leader or coach may resort to any number of excellent skill contests revolving around throwing, catching, fielding, batting and base running.

The instructor may organize these contests in the form of a field day, or he may use them in his classwork to measure individual ability. In both cases, they will promote interest in the sport and furnish an incentive for improvement.

The coach may employ them as practice media, since competition in game skills is much more exciting than "just practicing."

The contests may be conducted between individuals or between teams. When conducted on a team basis, they may be scored by totaling the distances of throws or hits, or by totaling the number of points, with the team scoring the greatest total being declared the winner.

Standards may be worked out to increase the interest and incentive, and the results can easily be measured by the participants themselves.

A good program of skill contests may be worked out as follows:

Pitch for Accuracy. Draw on a wall a rectangular target eighteen inches wide and thirty-six inches high, so that the bottom edge is twenty inches above the ground. The target represents the strike area over home plate.

Allow each player ten pitches from the regular pitching distance. One foot must be on or in contact with the pitching line when the ball is released. Balls striking in or on the outer edge of the target score one point. The player's score is the sum of the points made on the ten pitches.

Throw for Accuracy. Draw on a wall a target consisting of three concentric circles eighteen, thirty-six and fifty-four inches in diameter, so that the bottom line of the outside circle is six inches above the ground. Draw a throwing line on the ground, at a distance from the target commensurate with the age and skill of the players.

Allow each player ten throws from the throwing line. One foot must be behind or in contact with the line when the ball is released. The circles score three, two and one points from the center out. Throws hitting a dividing line are given the higher value of the two. The player's score is the sum of the points made on the ten throws.

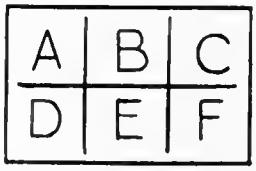
Variation:

1. Using the target as a pivot, draw a semicircle on the ground. Mark five points on this semicircle, equidistant from each other. Allow each player to attempt two throws from each of these points. Score the same as in the original test.

2. Draw throwing lines on the ground thirty, forty, fifty, sixty and seventy feet from the target. Allow each player two throws from back of each line. The player's score is the sum of the points made on the ten throws.

3. Draw on a wall a target seventy-two inches wide and forty-eight inches high, so that the bottom edge is twenty-four inches above the ground. Divide the target into six equal parts, as shown in Diagram 1. Draw a throwing line on the ground, the distance from the target varying according to the age and skill of the players. Allow each player ten throws from the throwing line, with five throws being of the player's choosing, and five being prescribed by the teacher.

Throws have the following values: (a) A ball hitting sections A, B or C scores three points; (b) a ball hitting sections D, E or F scores four points; (c) a ball hitting the section called by the teacher scores a bonus of two extra points. The player's score is the sum of the points made on the ten throws.



Distance Throw for Accuracy. The players stand behind a restraining line in center field and attempt to throw the ball so that it will strike the ground as near home plate as possible.

Draw a line from home plate, bisecting the base line between first and second, and another which bisects the base line between second and third. Using home plate as a pivot, draw an arc ten feet from home plate, intersecting the first and third base lines; draw another arc, twenty feet from home plate. Give a point value to these sections, as indicated in Diagram 2.

Allow each player five throws. The player's score is the sum of the points made on the five throws.

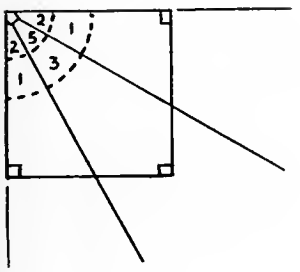
The diagram shows the scoring values for throws from center field. If the throws are from left or right field, the lanes to that field would yield the five and three point values and the adjacent lanes would yield the lower scores.

Variation: Using home plate as a pivot, draw five concentric circles of three, six, nine, twelve and fifteen

feet in diameter. The circles score five, four, three, two and one points from the center out. Allow each player five throws. The player's score is the sum of the points made on the five throws.

Throw for Distance. The player stands behind a restraining line and throws the ball as far as he can. The distance is measured from the restraining line to the spot where the ball first hits the ground. Stepping on or over the restraining line counts as a foul. Each player is allowed three trials and is credited with his best distance.

Variation: Mark the field with eleven lines creating ten zones, each five



yards wide. In this skill test the player stands behind a restraining line fifty yards from the first line and throws five balls as far as he can.

Points are scored according to the zone in which the ball falls: one point for zone one, two points for zone two, three points for zone three, and so on. The player's score is the sum of the points made on the five throws.

Catcher's Throw to Second Base for Accuracy. A barrel, open at one end, or a bushel basket, is placed on its side on second base, with the open end toward home plate. Blocks of wood should be placed under the barrel or basket to prevent it from rolling and to elevate the open end three or four inches.

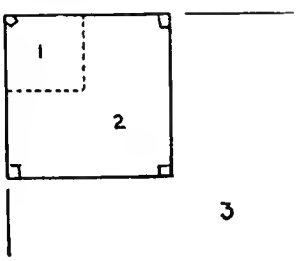
Allow each player five throws from home plate. One foot must be on the plate at the moment the ball is released. Each ball that goes into the barrel or basket on the fly scores three points; on the first bounce, two points; and on the second bounce, one point. The player's score is the sum of the points made on the five throws.

Bat for Distance. Mark the diamond with lines into three zones. Extend the first line from the midway point between home plate and first base to the pitcher's plate, and from there, to the midway point between home plate and third base; the second line connects first, second and third base. (See Diagram 3.)

Allow each player ten trials to hit a pitched ball. Only pitches that would be counted as strikes should be included in the ten trials. Batted balls that first hit the ground in zone one score one point; in zone two, two points; and in zone three, three points. Missed strikes and foul balls score no points. The player's score is the sum of the points made on the ten trials.

Throw and Catch. A player standing at home plate catches the ball thrown to him by the pitcher, then throws the ball to first baseman, receives it back from him, and in order throws to and receives a throw from the second baseman and the third baseman. The player is thus required to catch four throws and make three throws for a total of seven chances.

A throw is considered good if the player catching it can place both hands on the ball by stretching, still keeping one foot on the base. If the throw to the player at home is bad, the



throw is repeated. The player's score is seven minus the number of errors.

Fungo Hit for Distance. The player stands behind a restraining line, tosses the ball into the air, and bats it as far as possible. The distance is measured as in the Throw for Distance.

Fungo Hit for Accuracy. The player stands behind a restraining line in center field, tosses the ball into the air, and bats it so that it will strike the ground as near home plate as possible.

Using home plate as a pivot, draw five concentric circles of five, ten, fifteen, twenty and twenty-five yards in diameter. The circles score five, four, three, two and one points from the center out. Allow each player five hits. The player's score is the sum of the points made on the five hits.

Catching Fly Balls. Draw a throwing line on the ground twenty feet from a brick wall or other smooth surface. Place a mark on the wall at a height of fifteen feet. Place the player behind the throwing line, and at the starting signal, allow him to throw the ball against the wall and catch the rebound as rapidly as he can for a period of thirty seconds.

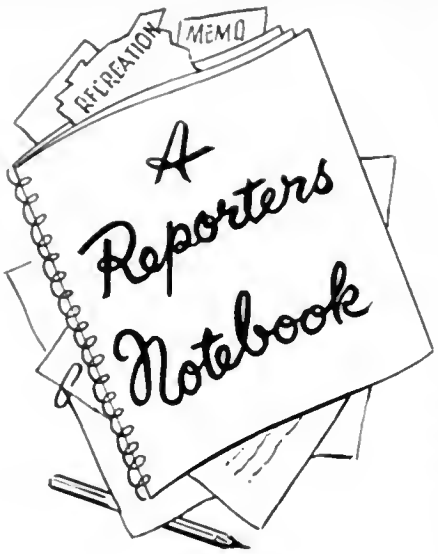
The player's score is the number of times the ball is successfully caught on the rebound from above the fifteen-foot mark.

Fielding Ground Balls. Draw two parallel lines, one six feet and the other twenty feet from a brick wall or other smooth surface from which the ball will rebound. Place the player between these two lines and allow him to throw the ball as rapidly as he can against the wall for a period of thirty seconds, so that the ball will rebound as a ground ball. Each ball that is successfully fielded scores one point.

Base Running for Speed. The runner takes a crouching position with one foot against home plate. At the starting signal, he runs the circuit of the bases, touching each base in order. The stopwatch is started on the starting signal and stopped when the runner touches home plate.

Variation: The runner stands in the batter's box and hits a pitched ball, then makes a circuit of the bases, touching each. He is required to hit only pitched balls that would be counted as strikes and run on any ball hit, fair or foul. The stopwatch is started with the crack of the bat and stopped when the runner touches home.

Reprinted from *Scholastic Coach.*



Continuation of "Here and There" section of former NRA Playground and Recreation Bulletin Service.

Tennis

The free tennis clinic for boys and girls under sixteen, held last summer at the Boulevard Gardens Tennis Courts, Woodside, Long Island, drew participants from all areas of New York City. Free weekly lessons will be given again this year, and youngsters who fail to register at the first session will be welcome to attend the remaining lessons.

Baseball

The boys sixteen, seventeen and eighteen years old are often referred to as the "forgotten age" in baseball, as they are too old for the local leagues and too young for the semi-pros. In Oakland, California, they have been doing something about it, organizing a Sunday morning hard ball league for this group.

Swimming

Twenty-nine American Red Cross national aquatic schools have been scheduled for this summer, to provide leadership and instructor-training in swimming, lifesaving, first aid and small craft. Applicants are eligible for enrollment if they are eighteen years of age or older, in sound physical condition, plan to use their training to teach others, and should be reasonably strong swimmers. Small craft students must hold a current Red Cross certificate as a water safety instructor, senior lifesaver or swimmer, or the equivalent. Additional information and applications may be obtained from local Red Cross chapters or area offices. Classes begin in June.

Drama

The Town Park Players of Charlotte, North Carolina, have been provided with a new workshop by the park and recreation commission. In this setting, gay with new paint and bright curtains and a fine new rehearsal room, several excellent plays have been produced this year. The majority of players have been from six to seventeen years old, with a mama, papa, uncle or aunt stepping into the mature adult roles. There is no fee of any sort for the budding actor or crew member. The shop and plays are open to all who wish to participate.

Identity

We are slipping in this suggestion, from now on, as often as we find a little space—to ask all recreation leaders throughout the country to *please* put the name of the city *and* the state on all reports, bulletins, programs or other printed material concerning community recreation activities. Everyone in Columbus or Watertown or Pine Junction may know where they are, but it is sometimes hard for an editor to guess within a thousand miles, some city names occurring in many states.

Sabbatical

In June Miss Ruth McIntire, extension specialist in recreation, on sabbatical leave from the University of Massachusetts, will travel abroad to study facilities and organized recreation programs of home and community groups in the Scandinavian and low countries of Norway, Sweden, Finland, Denmark, Holland and Belgium. This study will be arranged in cooperation with the Swedish Institute and the American Swedish News Exchange and the Danish and Norwegian Information Service.

Insurance

In East Baton Rouge Parish, Louisiana, the softball players are organizing into a city association to provide softball insurance for all players. This will cover everyone, not just those for whom sponsors might carry insurance.

Forestry

This past winter a junior forestry program was carried on in twelve public schools in Omaha, Nebraska. Ten forty-minute discussions were conducted every two weeks in each of the schools by a circulating teacher of the subject.

Photography

Cincinnati, Ohio is fortunate in having the local services of a naturalist, Mr. Herbert Heger, who has also had many years of experience as chief photographer for the National Park Service. Camera fans in the Hamilton County Park District, with Mr. Heger leading the field trips, enjoy the advantage of his knowledge of both wildlife and photography. Trips were made every Saturday right through this past winter.

Memorial

A memorial gate and ornamental fence for the new children's playground in New York City's Central

Park is being dedicated in honor of William Church Osborn, lawyer and corporation director, the late Mr. Osborn was president of the Metropolitan Museum of Art for many years, and was a benefactor of the New York Society for the Relief of the Ruptured and Crippled and the Children's Aid Society. It is particularly fitting that this memorial should be an archway to a playground, as Mr. Osborn believed that the most important thing in the world is helping children.

pretty dear." The old, old woman . . . stretched a bony arm toward the timid young girl . . . while the large black cat . . . arched his back and growled, and the long black snake . . . watched with beady eyes. "No, no!" cried the timid girl . . . shrinking into a corner with her pretty hands behind her back.

At that moment the door was thrown violently open and in rushed a tall man . . . wearing a long raincoat. His face was hidden by a drooping hat, but his voice was low and pleasant. "Allow me," he said, and gently pushed between the timid young girl . . . and the old, old woman . . . who three times pointed her finger at the tall man . . . A yellow dog . . . howled from under the seat. the large black cat . . . growled again, and the long black snake . . . hissed.

On the window sill a big black crow . . . alighted and croaked most dismally. Into the coach flew four black bats . . . and beat their wings in the face of the timid young girl . . . while through each window peered the grotesque face of a bogie man. . . Nearer and nearer to the old, old woman . . . bent the tall man . . . fixed on the old, old woman . . . two startling eyes, and pushed back his hat. With a terrified shriek the old, old woman . . . sprang to the door, followed by her large black cat . . . howling yellow dog . . . long black snake . . . four black bats . . . and the big black crow. . . . Inside the coach the timid young girl . . . had fainted, for under the hat of the tall man . . . was the ghastly countenance of a GHOST. . . !

The above type of story lends itself to a great variety of plots. Stories about local community situations might be very humorously developed in this manner. And of course, romantic tales give the party group a real chance to "emote" with the characters of:

Cruel Father (Grrrr)

Tired Wife (Oh-h-h, dear-r)

Beautiful Daughter (A-h-h-h-h)

Handsome Young Man (Ah Ha)

Pompous Judge (Harumph)

(Fold Back)

Recipes for Fun

Everybody wants to "get into the act." and during a lively party is a good time to do it. There are several ways of handling skits or stunts. It will add to the fun if the neighborhood's budding teen-age playwrights create the "dramas" used. The following examples suggest different ways of adding to the evening's hilarity.

IMPROMPTU PLAY

Assign characters to each player. If the party is large, divide it into several groups and have each group entertain the others. For each character the leader or the actor chooses a symbol which must be portrayed throughout the action. For instance, one actor must act like a squirrel, another like a fox, another like a suit of armor, another like a forest fire, and so on. It is amazing what excellent interplay among characters will result, if, for example, the scene is "the family at Sunday morning breakfast" and each character talks, reacts to others, has the table manners, is looking forward later in the day to some activity, and so forth, in the mood of his symbol. Symbols, incidentally, should be assigned secretly to each

player, so that the action will develop spontaneously. If, unknown to each other, a "lion" and a "lamb" sit next to one another, their conversation and actions are bound to develop into good dramatic situations.

PREPARED SKIT

In this case, the leader or hostess must prepare a few days in advance and line up the actors who will furnish part of the entertainment. The following is the type of sketch which is easy to write, easy to act and fun for everyone.

In the Best of Families *

Characters: Judy, a middle-aged wife
Fred, her husband

Judy enters, carrying purse and umbrella. Fred follows, laden with packages.

Judy: Come on, Fred, come on. For goodness' sake, stop talking and hurry or we'll miss that train.

Fred: B-b-but, Judy, I t-t-tell you, I've g-g-got to go b-b-back. I've simply g-g-got to.

Judy: Go back? I should say not. We've only got time to catch the train now. Look out! Don't break that lampshade I'm taking mother!

Fred: B-but, J-Judy, if you'd only l-listen to me—

Judy: I tell you, Fred Baker, we aren't going to turn around and go home now. We haven't time. If you left your toothbrush, you can buy another one. If you forgot your shaving soap, Father will lend you some. You didn't forget your upper plate, did you?

Fred: N-no, it isn't that, it's—

Judy: I don't care what it is, it's of no importance. Oh, I know what's wrong with you, Fred Baker, you're just trying to make things disagreeable for me because we're going to Mother's. That's what it is. The only time in the year I get to see my mother and you act like that. Now let me tell you this—you behave yourself and treat Mother right or you're going to be sorry. My family is just as good as yours, and don't forget it.

Fred: J-Judy, it isn't your m-m-mother, it's these p-p-pants.

Judy: Nonsense! There's nothing wrong with the way you look. My folks don't put on airs, anyway. You know perfectly well that it doesn't make any difference what you have on. My father always says, "A man's a man for all that," and I'm sure you can't say that my mother ever made anyone feel uncomfortable on account of what they had on. You needn't try to high hat my family with your new clothes. (A train whistle is heard.) There's the whistle. The train's coming! Come on!

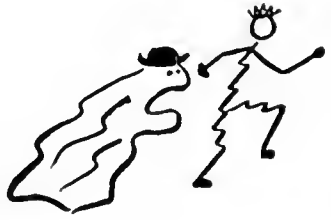
Fred: I'm not trying to high hat your family. I only w-w-wanted t-t-to put on my b-b-blue pants b-b-because—

Judy: (angry) Well, what did you want to wear your blue pants for?

Fred: B-b-because the tickets are i-in the b-b-blue p-p-pants pocket! (With a cry of rage Judy drags Fred offstage.)

GROUP STUNT (with leader or someone from group as narrator)

A Ghost Story *



An eerie yarn designed to evoke both giggles and chills. Seated in a circle with the lights turned low, the players are given characters to represent. The story is read slowly and dramatically by the leader, and each time a character is mentioned the designated person, or group of persons, makes the noise indicated.

Characters:

Timid young girl (sob or scream)	Big black crow (caw, caw)
Old, old woman (shrill laugh)	Four black bats (whir-r-r)
Large black cat (mei-ow)	Bogie man (booo-o-o)
Long black snake (hiss-s-s)	Yellow dog (howl)
Tall man (groan)	Ghost (everybody scream)

Story:

On a dark and stormy night in October a stage coach rumbled along a country road. In it, a timid young girl . . . bounced up and down on the hard cushions and gazed with fright out into the darkness. Suddenly the coach stopped and in stepped an old, old woman . . . From under one arm peered a large black cat . . . and around the other twined a long black snake. . . .

"Hoity toity! A timid young girl . . . traveling alone tonight!" she exclaimed with a hideous grin. "Let me tell your fortune, my

* From *Parties Plus*, published by National Recreation Association, 315 Fourth Avenue, New York 10, New York. $.50.

(Fold Along This Line)

Vacation Valley golf, near Stroudsburg, Pa.

A Study Of Public Golf Course Operation

The department of recreation in Bridgeport, Connecticut, submitted a questionnaire to authorities operating public golf courses in 1951, requesting information as to receipts, operating costs, fees and other items relating to the operation of the courses. The purpose of the study was to determine whether or not the fees charged in Bridgeport should be changed in view of rising operation and maintenance costs. Replies to the questionnaire were submitted by 56 authorities. On the basis of the information submitted Bridgeport increased its golf course rates for the 1952 season to the following:

Season Tickets—Area residents only	$20.00
Season Tickets—Women, weekdays only	10.00
18 Holes	1.00
9 Holes—weekdays only	.50
Lockers (season)	6.00

The golf course data were summarized as follows:

1. Of the 56 cities reporting, 33 operated their golf courses on a self-supporting basis; 23 did not. In some cases the profits from concessions and refectories are included in the course income; in others it is not.

2. The cost of operation per player varies from $.31 to $1.81, the average being around 65 cents. Many factors must be considered, mainly the type of maintenance and condition of the course. A properly maintained course will attract all golf enthusiasts.

3. Season ticket policy and charges vary quite a bit, with several attractive reductions for women and juniors. The cost of daily tickets for 9 or 18 holes also varies. The average greens fee for 18 holes is $1.00 and for 9 holes, $.60. Many courses have discontinued a 9 hole ticket, but others have substituted a twilight reduced rate after 5:00 p.m. About half the courses increase the daily ticket rate on Saturday, Sunday and holidays.

4. Where concessions or refectories are in operation, 31 are let out on contract; 16 are operated by the city itself; eight are run by the pro, usually as a part of his compensation; one by a caretaker and one by a steward. Seventeen serve complete meals; twenty serve beer, and only three serve liquor. The income to the city from this source varies greatly.

6. Most of the cities listed are in the northern half of the United States, but even in this territory, weather conditions vary quite a bit. Of the 56 cities, 21 keep their courses open during the winter, although a few make no charge during this period.

CITY AND DEPARTMENT	SIZE AND NO. OF COURSES	SELF SUPPORTING	OPERATION 1950		COST PER PLAYER	SEASON TICKETS	9 HOLE TICKETS	18 HOLE TICKETS	ANNUAL ATTENDANCE NO. OF ROUNDS	CONCESSION AND REFECTORIES				SEASON LOCKER FEE	WINTER GOLF		EXPLANATORY NOTES
			Cost	Income						Operat By	Serve Meals	Alcoholic Bev.	Income		Open	Fees	
BRIDGEPORT, CONN. Rec. Commission	2-18	No	50,723	43,371	.537	17.00	.40	.65	94,382	City	No	Beer	2000	5.00	Yes	.65	
HARTFORD, CONN. Park Department	1-9 2-18	No	49,006	44,653	.316	35.00 25.-R	.25	.60	155,095	City	No	No		3.00	No		1
MERIDEN, CONN. Rec. Board	1-18	No	18,000	13,000		30.00	.50	1.00		Cnt.	Yes	Beer	350		No		2
NEW BRITAIN, CONN. Park Commission	1-18	Yes	33,722	33,949	.512	30.00	.55	1.00	65,848	Cnt.	Yes	No	850	5.00	No		3
NEW HAVEN, CONN.	1-18	Yes				20.00	.45	.90		City	No	Beer		10.00	Yes	.90	4
WATERBURY, CONN. Park Commission	1-18	Yes	45,739	48,836	.891	30.00 25.-R	.50	.90	51,314	City	No	Beer		6.00	No		5
PORTLAND, MAINE Department of Parks and Recreation	1-18	Yes	21,000	23,996	1.09	40.00 35.-R	N	1.25 1.00R 1.25X 1.50X	20,264	Cnt.	No	No		3.00	No		
BOSTON, MASS. Park Department	2-18	No	105,000	48,500	1.59	40.00 30.-R	N	1.00 2.00X	68,000	Cnt.	No	Beer	250	3.00	No		6
BROCKTON, MASS. Park Commission	1-18	Yes	24,643	27,681		30.00 20.-W	N	.75 1.50X	25,631	Stew.	No	No		5.00	No		7
BROOKLINE, MASS. Park Department	1-18	Yes	38,541	42,239	.856	35.00 30.-R	N	1.25 1.00R	45,000	Cnt.	No	No	300	3.00	No		8
MELROSE, MASS. Park Department	1-18	Yes				42.50 37.50R	.85 1.00X	1.50 1.75X 2.00X	25,453	Pro.	No	No		5.00	No		9

CITY AND DEPARTMENT	SIZE AND NO. OF COURSES	SELF SUPPORTING	OPERATION 1950		COST PER PLAYER	SEASON TICKETS	9 HOLE TICKETS	18 HOLE TICKETS	ANNUAL ATTENDANCE NO. OF ROUNDS	CONCESSION AND REFECTORIES				SEASON LOCKER FEE	WINTER GOLF		EXPLANATORY NOTES
			Cost	Income						Operated By	Serve Meals	Alcoholic Bev.	Income		Open	Fees	
WORCESTER, MASS. Park and Rec. Comm.	1 18	No	28,402	17,706	1.81	27.50 22.50R	N	1.00 1.50X	15,606	Cnt.	No	No	500	3.00	No		10
ALBANY, NEW YORK Dept. of Public Works	1 18	No	25,000	17,961	.692	10.00	N	.50 .75X	36,153	Cot.	Yes	Yes	600	5.00	No		
BUFFALO, NEW YORK Comm. of Parks	2 9 2 18	No	100,000	67,000	.025	25.00 10.-A	N	.50 .30A	160,000	Cnt.	No	Beer	10,000	3.00	No		11
ROCHESTER, NEW YORK Division of Parks	3 18	No	44,045	40,000	.411	7.50 5.-R	N	1.00 .50R	108,471	Cot.	No	No			No		
SYRACUSE, NEW YORK Departmeot of Parks	1 9	No	7,739	5,445	.311	10.00	.50 .75X		25,035	Cnt.	No	No	100		No		12
WESCHESTER CO., N. Y. Park Commission	4 18	Yes	175,200	325,600	.903	25.-A	N	1.25 2.25X	104,000	Cnt.	Yes	Yes	13,200	8.00	No		13
ESSEX CO., N. J. Park Commission	1 9 1 18	Yes	70,947	79,398	.732	A	.75 .25R 1.25X .75X	1.25 .50R 2.50X 1.25X	95,900	Park Comm.	No	No	N	5.00 3.00	Yes	S	14
UNION CO. N. J. Park Commission	1 27	Yes	75,720	76,255	1.24	40.00	.90 1.50X	1.50 3.50X	60,934	Park Comm.	No	No		10.00	Yes	W	15
BALTIMORE, MD. Bureau of Parks	1 9 3 18	No	138,858	115,949	.819	N	.40 .75X	.50 .75 .75X 1.00X	169,449	Pro.	on one course	No		3.00 4.00	Yes	S	16
PITTSBURGH, PA. Department Parks and Rec.	1 18	No	29,464	25,326		10.-R	N	1.00 1.50X			No	No		3.50 1.75	Yes	N	17
CINCINNATTI, OHIO Rec. Committee	2 18	Yes	90,725	92,903	1.34	30.00 25.-R	N	.75 1.25X	80,000	City	No	Beer		5.00	Yes	N	18
CLEVELAND, OHIO Division of Rec.	2 36	No	170,000	149,940	1.08	N	.65	.75 1.25X	156,174	Cot.	Yes	No	9,000		No		
DAYTON, OHIO Division of Parks	1 9 1 18 1 36	No	145,466	97,000	.881	10.80 18.00 27.00	N	.40 .60X .50 .75X .75 1.00X	165,000	Cnt.	No	Beer	2,600	3.00	Yes	S	19
TOLEDO, OHIO Division of Parks	1 9 2 18	No	65,799	45,594	.986	N	.35	.50 .75 .75X 1.00X	66,700	Cnt.	No	No			No		20
WHEELING, W. VA. Park Commission	1 18	Yes	19,300	20,762	.429	35.00	.50	1.00	45,000	City	No	Beer	11,138	3.00	Yes	S	
FORT WAYNE, INDIANA Park Commissioo	1 18	Yes	19,180	21,036	.401	20.00	.50	.90	47,764	Pro.	No	No		N	No		21
GARY, INDIANA Park Board	1 9 1 18	No	48,342	16,038	1.09	N	.50 .25R	1.00 .50R	44,240	Cnt.	No	No	150	1.00	No		22
CHICAGO, ILLINOIS Park Dist.	3 9 1 18					N	.50	1.00	240,000	Cnt.	No	No		2.00	No		
JOLIET, ILLINOIS Park Dist.	2 18	Yes	20,275	30,790	.307	N	N	.75 .50R 1.50X .75X	51,741	City	No	No	6,761		No		23
PEORIA, ILLINOIS Park District	3 18	Yes	48,500	49,500	.443	10.00	N	.75	109,384	Cnt.	Yes	No	159	N	Yes	N	24
ROCKFORD, ILLINOIS Park Dist.	1 9 2 18	Yes	46,691	49,674	.475	15.00 10.R	.50	1.00	98,180	Cnt.	Yes	No	2,800	1.50	No		25
ANN ARBOR, MICH. Park Department	1 9 1 18	Yes	18,565	20,100	.562	N	.50	.75 1.00X	33,001	N				N	Yes	N	26
DETROIT, MICHIGAN Dept. Parks and Rec.	1 9 5 18	Yes	158,000	194,000	.579	N	.50	1.00 1.50X	272,940	City	M1	Beer		10.00	No		27
FLINT, MICHIGAN Park Board	2 9 2 18	No	55,319	48,664	.573	N	.45	.90	96,458	City	No	No	5,000	.25 day	No		28
JACKSON, MICHIGAN Park Board	1 18	Yes	12,000	16,000		N	.45	.75		Cnt.	No	No	500	N	No		29
LANSING, MICHIGAN Park Board	3 9 1 18	Yes	31,000	34,000	408	N	.30 .35 .50	.75	75,883	Cnt.	No	No	3,000	N	No		30
WICHITA, KANSAS Park Commission	2 18	Yes	22,103 (a)	22,957 (a)	.504 (a)	50.00 20 00	N	1.00 .50 1.50X .75	43,824	Cnt.	No	No	1,000	10.00 5.00	Yes	S	31
ST. JOSEPH, MISSOURI Park Department	1 18	No	13,084	11,363	.832	18.00	N	.65	15,712	Pro.	No	No		2.50	Yes	N	32
ST. LOUIS, MISSOURI Division of Parks and Rec.	1 9 1 18	No	57,219	40,987	.378	20.00	.30 .35X	.60 .75X	99,000	Cnt.	No	Beer	1,200	5.00 10.00	Yes	S	33
SPRINGFIELD, MISSOURI Park Board	1 9	Yes	12,626	16,560	.557	48.00	N	.60 1.00X	22,662	Pro.	No	No		5.00	Yes	S	34
APPLETON, WISCONSIN Park Board	1 18	Yes	15,890	16,544	.50	20.00	40	.60 .75X	30,000	Cnt.	No	Beer	500 50%	4.00	No		35
JANESVILLE, WISCONSIN Park Comm.	1 18	No	14,000	10,900	474	17.00 12.00	40 .50X	.75 1.00X	29,500	Pro.	No	No		N	No		36
MILWAUKEE CO., WIS. Park Comm	2 9 6 18	Yes	187,103	168,658	.505	N	.50	.75	370,717	City	Yes	Beer	28,848	3.00	Yes	N	37
RACINE, WISCONSIN Park Comm	2 9 1 18	No	51,230	37,048	.561	19 50 13.50	45	.90	91,298	Pro	Yes	Beer			No		38
SUPERIOR, WISCONSIN Park Department	1 18	No	11,959	9,500		25.00 20.00	50	.85		Cnt.	Yes	Beer	300		No		39
DULUTH, MINN Park Department	2 18	No	32,171	34,264	572	25.00 18.75	.60	.85 1.00X	57,990	Cnt.	No	Be r	500 or 10%	3.00	No		40
MINNEAPOLIS, MINN Park Comm	5 18	Yes	298,812	325,661	1.31	40.00 34 00	60 .75	90 1 00	203,874	City	Yes	Beer		5 00	No		41
ROCHESTER, MINN. Park Comm	1 18	No	20,108	18,635	842	25.00	.50	1 00	23,412	Pro.	No	No	100	5.00	No		42
ST. PAUL, MINN Dept. Parks and Playgds	3 18	Yes	57,791	59,453		30 00	N	.85 1.00		City	No	Beer		2.00	No		43
GRAND FORKS, N. D Park Board	1 18	Yes	12,250	16,500	817	30.00	N	60 .85X	15,000	City	Yes	No			No		44
DAVENPORT, IOWA Park Comm	1 18	Yes	21,800	22,385	676	N	N	.85	32,241	Cnt	No	No	1,000	3.00	No		
LINCOLN, NEBRASKA Rec. Department	1 18	Yes	31,901	32,380	884	25 00	N	.75 1 25X	36,076	City	No	No		4.00	No		45
OMAHA, NEBRASKA Park and Rec. Comm	1 9 1 18			29,669		N	45	75	68,573	Care.	No	No			No		46
COLORADO SPGS., COLO Dept. Parks and Rec	1 18	Yes	34,000	35,000	1 14	35 00	N	1 25 1 50X	29,417	Cnt	Yes	Yes		6.00 8.00	Yes	.75 1 00X	47
DENVER, COLORADO Park Department	3 18	Yes	87,000	96,000	644	25 00	N	75 1 00X	138,000	Cnt.	No	Beer	12% of gross	6 00	Yes	S	
PORTLAND, OREGON Bureau of Parks	1 9 2 18	Yes	69,935	86,978	421	60 00	60 70X	1 20 1 40X	164,992	Cnt	No	No	2,415	3 00	Yes	S	48
EVERETT, WASH Park Board	1 18			12,691		17 50	40	75		Cnt.	Yes	No			Yes	S	49
SPOKANE, WASH Park Department	2 18	Yes	64,720	63,561	893	40 00	60	1 00	72,448	Cnt	Yes	Beer	2,549	4.00	Yes	S	50

Recreation MARKET NEWS

Wrenhaven

Bird nesting time is here, and the W. R. Vermillion Company, 2205 Grand Avenue, Kansas City 8, Missouri, is offering a wren house which can be assembled easily by anyone. Designed on dimensions recommended by the United States Department of

Interior, it consists of seven pieces of Masonite tempered Duolux, cut to interlock without the use of glue, nails or screws. Each house is packaged flat in an envelope on which are printed pictorial directions for assembling. Retail price, $1.50.

Projection Chart

Want to quit "guessing" where to set your movie or slide projector to get the right size and focus on your screen? This chart, in simple, easy-to-read tables and diagrams, supplies information on correct screen sizes and models, lens focal lengths and projection distances for all types of projectors. If you know the projector and projection distances, the chart tells the proper screen size. If the screen size is established, the chart shows the proper projection distance. Diagrams on seating arrangements and audience size are also included. For a free chart, write to Radiant Manufacturing Corporation, 1221 South Talman Avenue, Chicago, Illinois.

Phonograph-P.A. System

A phonograph combined with a public address system, and radio receiver, can be your best buy if you need an instrument to use on the playground this summer, and then want to take it indoors in the fall to use for dances and other community center activities. The Rek-O-Kut Company, 38-03A Queens Boulevard, Long Island City 1, New York, makes a variety of models and combination models for professional and educational use. In several of their phonographs, a combination public address system makes it possible for the recreation leader to make announcements or give instructions at the same time a record is playing, the machine amplifying both at the desired volume. For detailed catalog and prices, write to the manufacturer.

Portable Proscenium

A portable stage front, Pla-ade, large enough for children to use, is not merely a miniature theatre for puppets. When set up, it requires a space ten feet wide, six feet high and at least four or five feet deep. It has draw curtains, and lends itself to modest dramatic productions, as a frame for movies or to display exhibits. Address inquiries to Walter L. Lukens, 301 New Jersey Avenue, S. E., Washington 3, D.C.

Fluorescent Accessories

Especially adaptable for use in exhibits, displays, lectures and charts, these new fluorescent accessories include marking pens and stamp pads for use with invisible inks, yarn, ribbon, crayons, invisible tracer pastes and powders, fabrics, papers, cardboards and assorted colored sands that are intensely brilliant under the Blak-Ray light. Also available are water color and bulletin paints—the "visible" daylight colors which grow more brilliant in Blak-Ray light, and the "invisible" paints which appear white until under this special light. Another paint may be used on window glass, mirrors and other glossy surfaces and can be wiped off when desired. For complete catalog listings and price data write Ultra-Violet Products, Incorporated, 145 Pasadena Avenue, South Pasadena, California.

Childplay

Childplay, 203 West 14th Street; New York 11, New York, is offering a price list for a complete line of games and creative crafts for nursery schools, community centers, camps and kindergartens.

Leathercraft

Leathercraft kits, in which precision die cut leather for specified articles, all hardware and accessories needed for assembling are included, can be obtained from Wilder and Company, Leathereraft Hobby Headquarters, 1038 North Crosby Street, Chicago 10, Illinois. This company also handles all tools for leather work.

Permamix

A brand new floor patching material called Permamix, claimed to incorporate many features not included in other similar products, is now on the market. Laboratory tested for three years, it can be used on any present type flooring, indoors or out. There is nothing to add, nothing to mix, and it will not freeze. It sets instantly, and traffic can be resumed immediately. It comes in fifty-pound net weight drums. Address inquiries to Permamix Corporation, 228 North LaSalle Street, Chicago.

Shuttlecock

A very durable shuttlecock made of plastic, which stands up much better than the feather type, has been tested by some of the directors of the Los Angeles recreation and parks department and has been found to be highly satisfactory. Known as the Penn Carlton plastic badminton shuttlecock, it is made by Pennsylvania Rubber Company, Jeanette, Pennsylvania.

PERSONNEL

Why Do Recreation Executives Fail?

This question was asked Charles K. Brightbill, director of the professional recreation educational curriculum at Illinois University. Based on his extensive recreation experience, including service with the National Recreation Association and with the President's Committee on Recreation, it is his opinion that recreation executives fail because they—

1. Don't understand the fundamental principles of community organization for recreation.

2. Haven't learned that what is done by people is more important than what is done for them.

3. Try to sell activities rather than the objectives at which those activities are aimed and the values which result.

4. Forget that recreation is a team job among the policy maker, the executive, the leader and the public.

5. Overlook the fact that even the smallest of details must be handled accurately, because the sum total of how well the details are taken care of adds up to *superiority*.

6. Delegate responsibility to subordinates but do not delegate the necessary authority to go with it.

7. Do not take enough time to evaluate their programs, to refine them and better them.

8. Do not keep in mind that recreation is not a philosophy of government, but rather a way of life.

9. Neglect to recognize the interrelationship of recreation, housing, health, welfare, safety and education.

10. Do not appreciate the importance of functional design and the part recreation plays in total, comprehensive community planning.

11. Seem to be allergic to the efficient administration of finances and the budgetary aspects of the job.

12. Lack understanding of the legislative processes in a democracy and of proper, dependable strategy in securing passage of needed legislation.

13. Dismiss the importance of being the perpetual student, neglecting to read and keep abreast of fast-moving developments in the field.

14. Are found wanting in the techniques of creating and sustaining the interest of the people—getting them to work for themselves.

15. Pass over lightly the essentiality of being good administrators and multiplying their efforts through making the best use of subordinates.

16. Refuse to adjust themselves to existing traditions, customs and ways.

17. Lack the qualities of good teachers and successful salesmen.

18. Won't look ahead and build for the future as well as meet the needs of the immediate present.

19. Side-step the need for building a solid foundation of lay support and won't linger long enough to educate their boards and committees, give them problems which are within reach of solving and "take time" to understand and appreciate the other fellow's point of view.

20. Think they can make a large part of community recreation self-supporting.

21. Believe that success depends upon the quantity of areas and facilities they have at their disposal, and acquire more in the way of physical plant than their community can ever hope to maintain.

22. Criticize other professionals and civic leaders whose ambitions and abilities they fear will make them change from the status quo.

23. Put their sales story eggs in the basket of juvenile delinquency and then cannot make it stick.

24. Don't know the community in which they work, much less the thinking and desires of the people they serve.

25. Aren't acquainted with the content of their own enabling legislation and similar laws related to their work.

26. Get all mixed up in professional terminology, semantics and gobbledygook so that the average man on the street doesn't know what they're talking about.

27. Won't stand firm on basic principles when politics interfere with them.

28. Lack *imagination*.

Investigations by the National Recreation Association, through its field workers and personnel services, and reports from employing agencies over a period of many years confirm the truth of Mr. Brightbill's observations. Usually it is a combination of several of the factors listed which causes a condition serious enough to bring about a dismissal.

The weaknesses in present day professional education, as pointed out recently by a group of prominent recreation executives, has considerable relationship to the above list of items. They include the following:

(a) Bad selection of students; (b) students misjudge conditions as they actually exist, and are disappointed and confused; (c) ineffective field experience and supervision; (d) lack of training in business administration, budgeting and finances; (e) lack of understanding in maintenance of recreation properties and facilities; (f) lack of ability in public relations, communications, public speaking and writing; (g) lack of understanding of recreation legislation, political structure, community organization and structure of municipal government.

The association has been reasonably close to most executive placements through the years, and feels that the situation is improving in part, because the professional education programs for recreation leadership are becoming more adequate. College recreation educators and professional leaders in the field are cooperating increasingly in an effort to relate, more realistically, professional preparation to leadership needs.

BOOKS RECEIVED

DRAMA: ITS COSTUME AND DECOR, James Laver. Studio Crowell, New York. $5.75.

HOMESPUN CRAFTS, E. Kenneth Baillie. The Bruce Publishing Company, Milwaukee. $3.00.

PLAY IDEAS AND THINGS-TO-DO, THE BOY'S HANDBOOK OF, THE GIRL'S HANDBOOK OF, THE YOUNG BOY'S BUSYBOOK OF, Caroline Horowitz. Hart Publishing Company, New York. $1.50 each.

PROFESSIONAL PERSPECTIVE, Report of Triennial Conference of the Association of Secretaries of YMCA's. Association Press, New York. $4.00.

RADIO LICENSE EXAMINATIONS, HOW TO PASS, Charles E. Drew. John Wiley and Sons, Incorporated, New York. Paper, $4.50.

SCRATCHBOARD DRAWING, C. W. Bacon. The Studio Publications, 432 Fourth Avenue, New York 16. $5.00.

SIMPLE BRACELETS, J. W. Bollinger. The Bruce Publishing Company, Milwaukee. $2.50.

SECRET OF BARNEGAT LIGHT, THE, Frances McGuire. E. P. Dutton and Company, Incorporated, New York. $2.50.

STARS, Herbert S. Zim and Robert H. Baker. Simon and Schuster, New York. $1.00.

WHOLE WORLD SINGING, THE, Edith Lovell Thomas. The Friendship Press, 156 Fifth Avenue, New York. $2.75.

WORLD'S GREAT HEROINES, A TREASURY OF, Joanna Strong and Tom B. Leonard. Hart Publishing Company, 114 East 32nd Street, New York 16. $2.50.

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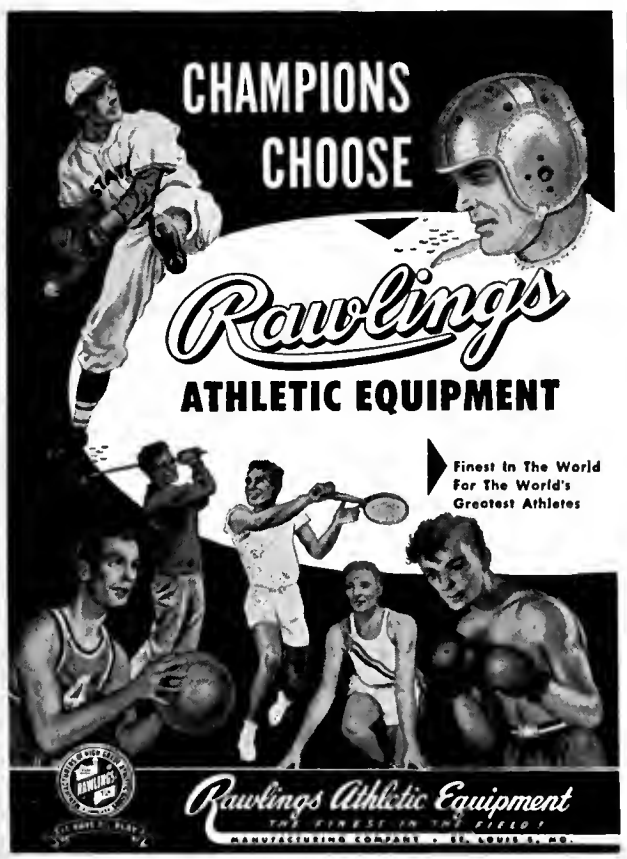

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new Publications

Covering the Leisure-time Field

School Camping

George W. Donaldson. Associated Press, New York, 1952. $2.25.

Mr. Donaldson is the director of outdoor education for the public schools of Tyler, Texas, and former director of the Kellogg Foundation camps. His analysis of the needs of children in the present-day world, and his plea for authentic outdoor, out-of-city experiences for children is one with which we would all concur. Some of us might feel that he occasionally assumes too much carry-over value in camp activities. Certain general assumptions, also, might be argued, such as the statement, "The view that there are certain areas of the growing up process to which camps can make definite contributions implies that the school is the best overall organization to select the things to be done in camp." That statement might be advanced by many other organizations equally as interested in the welfare of children, and equally willing to meet the very highest standards of camping.

We believe firmly that school camping is an important part of education, but we would not assign camping lock, stock and barrel to any one agency. Like religion, it can live under many different roofs and many different names and still function.

The chapter on recreation is very short and condensed. The general philosophy is sound, but we wish this chapter had been more detailed.

We are not sure we would agree that crafts should be limited to things to use, which can be made with a jackknife, axe or saw, using native materials. Can't they sometimes be just for fun? Or just for beauty?

The last half of the book, dealing in detail with Camp Tyler, will be valuable to any school system considering school camping. Its factual information is detailed, well organized and very complete.—*Virginia Musselman*, Correspondence and Consultation Service, National Recreation Association.

Selected Papers in Group Work and Community Organization

Selected Paper in Case Work

National Conference of Social Work. Health Publications Institute, Incorporated, Raleigh, North Carolina. $1.75 each. (paper)

In addition to publishing the *Proceedings* of their 1951 conference, the officers and staff of the National Conference of Social Work, have brought out the two above volumes of papers, which were carefully selected by a committee, for this purpose, on the basis of agencies especially looking for material for in-service training programs, staff discussion and student research. Recreation leaders will be particularly interested in the Selected Papers in Group Work and *Community Organization* which covers, among others, such topics as "Utilizing New Knowledge About Individual Behavior in Work with Groups in the Leisure Time Setting," by Alexander R. Martin, "Special Needs of Congested Communities," by Charles Odell, "Racial Tension in New Areas," by Dr. Warren Banner, "Two-Pronged Approach to Community Planning," by Edward D. Lynde, "Rallying Community Forces in Planning for the Aging," by Lucia Bing.

Travel Games

Edmund Beaver. Order from author, Clifton, Texas. 25c.

Traveling with the small fry this summer? The Beavers did—and worked out a little booklet of contests and games to keep the children happy. It's attractive in its bright yellow pages, and is pocket-sized. It worked so well with *their* four children that they've printed it, so other parents can use it with restless young travelers. Very clever, Mr. Beaver! Can't we grown-ups use it, too?

Dances, Games and Songs

Looking for new, authentic folk songs, games and dances? The Cooperative Recreation Service, Delaware, Ohio, has just issued two new booklets:

1. *Let's Be Merry* (Linksmi Bukim), by Vytautas F. Beliajus, one of the great folk leaders and authorities. Mr. Beliajus is in a sanitarium at the present time, and the Cooperative Recreation Service has donated several thousand copies of his booklet of Lithuanian folk material to be sold, the money going to cover his hospital costs.
2. *Rique Ran*, games and songs of South American children, collected and translated by Mary L. Goodwin and Edith L. Powell.

Order from publisher. 25c each.

Prisoners are People

Kenyon J. Scudder. Doubleday and Company, Incorporated, New York, 1952. $3.00.

The author of this account of the amazing California Institution for Men at Chino, has been superintendent of that institution for the past eleven years and is partly responsible for a revolutionary experiment in prison reform. He relates the trials and errors from its beginnings and his difficulties in selecting the first members of his staff, gives fascinating anecdotes and case histories.

At Chino, inmates may decorate their living quarters, picnic with their families on Sundays. These men run the twenty-six hundred acre ranch of the institution, organize and run the prison's entertainment program, share in its educational and vocational training.

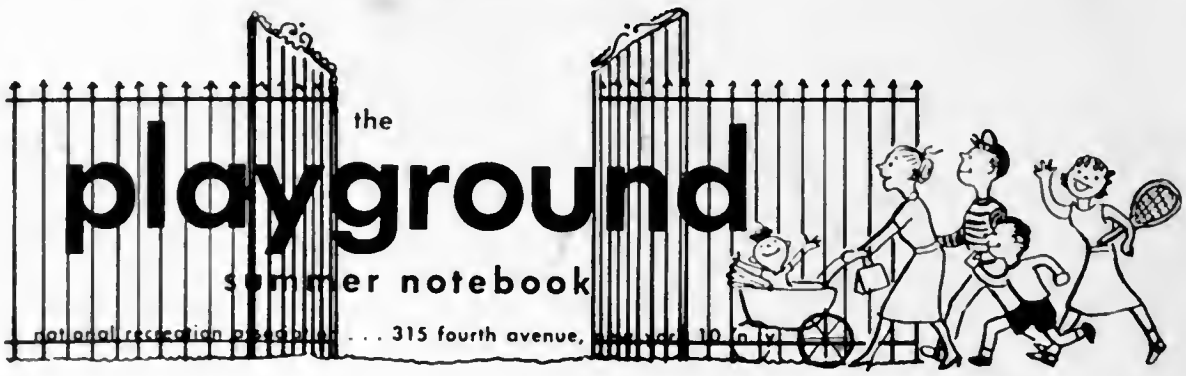
Recreation Leadership Courses

Sponsored jointly by the National Recreation Association
and
Local Recreation Agencies

May and June, 1952

HELEN DAUNCEY Social Recreation	Petaluma, California May 5-8	Steven A. Mezzera, Director, Recreation, Parks and Music
	Palo Alto, California May 12-15	Edward E. Bignell, Superintendent of Recreation, Community Center, 1305 Middlefield Road
	Whittier, California May 19-22	R. Walter Cammack, Superintendent of Recreation
	Huntington Beach, California June 2-5	William Proctor, Director of Recreation, 17th and Orange Streets
	Provo, Utah June 16-20	Harold Glen Clark, Director Extension Division, Brigham Young University
	Flint, Michigan June 23-26	Miss Lina W. Tyler, Director, Recreation and Park Board, 3300 North Saginaw Street
ANNE LIVINGSTON Social Recreation	Huntington, West Virginia May 5-8	Marvin A. Lewis, Managing Director, Cabell County Recreation Board, Administration Office, Field House
	Atlanta, Georgia May 12-15	Miss Virginia Carmichael, Director of Recreation, Department of Parks, City Hall
	Lancaster, South Carolina June 3-6	Tom McConnell, The Buford Consolidated Schools, Route 5
	Reading, Pennsylvania June 10, 11 and 12	Lloyd H. Miller, Director, Recreation Board of Berks County, Court House
	White Plains, New York June 25-26	Miss Vivian O. Wills, Westchester County Recreation Commission, County Office Building
MILDRED SCANLON Social Recreation	Hattiesburg, Mississippi May 5-8	Dr. Pete Davis, Professor of Recreation, Mississippi Southern College, Station A
	West Point, Georgia May 12-15	Robert A. Turner, Coordinator, Department of Community Recreation, West Point Manufacturing Company
	Austin, Minnesota June 2 and 3	Harry Strong, Director, Department of Recreation, Post Office Box 246
	Faribault, Minnesota June 4	Milton Hustad, Director, State School and Colony
	Faribault, Minnesota June 5	Joe Grunz, Director, Recreation Department
	Mankato, Minnesota June 6	Edward Johnson, Director of Recreation
	Toledo, Ohio June 9-12	Arthur G. Morse, Supervisor of Recreation, 214 Safety Building
	Youngstown, Ohio June 13	Oliver S. Ellis, Director-Treasurer, The Youngstown Playground Association, 318 Dollar Bank Building
	Sheboygan, Wisconsin June 16-19	Howard R. Rich, Director of Public Recreation, 837 Jefferson Avenue
	Pittsfield, Massachusetts June 23-26	Vincent Hebert, Superintendent, Parks and Recreation, 52 School Street
GRACE WALKER Creative Recreation	Lafayette, Indiana May 9-10	Jackson M. Anderson, Assistant Professor of Recreation, Purdue University
	Merom, Indiana May 12-17	John L. Marks, Assistant in Rural Youth Work, Indiana Farm Bureau, Inc., 130 East Washington Street, Indianapolis, Indiana
FRANK STAPLES Arts and Crafts	Columbus, Ohio May 19-22	N. J. Barack, Superintendent, Department of Public Recreation, Room 124, City Hall
	Reading, Pennsylvania June 10 and 11	Stewart L. Moyer, Superintendent of Recreation, City Hall
	Allentown, Pennsylvania June 12 and 13	Alfred L. Geschel, Superintendent of Recreation, City Hall, Room 305
	Wilmington, Delaware June 16, 17 and 18	W. Frank Newlin, Recreation Director, Room 377, City Hall
	Durham, New Hampshire June 23 and 24	C. B. Wadleigh, State 4-H Club Leader, University of New Hampshire
	Glens Falls, New York June 26	Daniel L. Reardon, Recreation Superintendent

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsors of the course as listed above.



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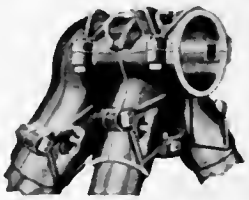

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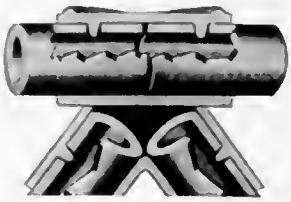

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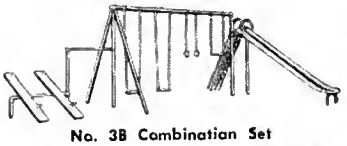

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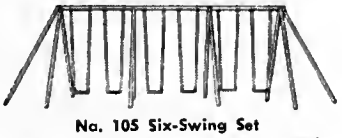

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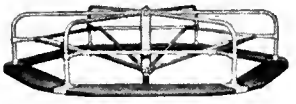

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IMPORTANT ANNOUNCEMENT—According to a new agreement, this special publication is being distributed by Rand McNally & Company, publishers, through their bookstore outlets. Format and content have undergone considerable change. Sixteen new pages of text, accented with color, have been added, and the book will have a cover in color. Because of these improvements, it must now retail for $1.00.

ADVANCE ORDERS for *Summer Vacations - U. S. A.*, which were postmarked before April 15, will be filled at the 50-cent price, as originally announced. The offer of a free copy with a new subscription, or renewal of a subscription to RECREATION magazine, terminates May first.

Spring 1952 ***JUST OUT!*** **$1.00**

Delegates traveling to the National Recreation Congress in Seattle, perhaps planning their vacations along the way, will find this book particularly helpful in determining how to go, things to do and see.

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JUNE, 1952

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

Editor in Chief, JOSEPH PRENDERGAST
Editor, DOROTHY DONALDSON
Business Manager, ROSE JAY SCHWARTZ
ASSOCIATE EDITORS
Recreation Administration, GEORGE BUTLER
Program Activities, VIRGINIA MUSSELMAN

Vol. XLVI Price 35 Cents No. 3

On the Cover

This canoeist finds placid water for his favorite recreation in idyllic setting in Missouri's central Ozarks region. Photo by Massie, Missouri Resources Division.

In September

Look for new ideas and plenty of enthusiasm, to match the back-to-school and harvest-tang vigor of fall. There will be some "How to" articles on Halloween parties; pre-vues on the Congress, being held in Seattle, September 29 through October 3; administration articles full of facts and concrete help; the salary study which is available after June 15, as a special preprint; personalities in recreation; an article on an extensive industrial recreation program; ideas for enlarging the scope of activities in your community center, variations on basketball and accounts of "shot in the arm" methods of increasing participation.

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NATIONAL RECREATION ASSOCIATION

Services—1951

A Service Organization Supported by Voluntary Contributions

2,174	cities were registered with the Association for field service and 1,776 field visits were made by District Representatives during the year.
10	appraisals of recreation administration, personnel and facilities of community recreation agencies in 7 states were made.
28	cities in 13 states received the personal assistance of the Association's Planning Specialists on Recreation Areas and Facilities and Recreation Buildings.
39	cities in 10 states were visited in connection with the development of adequate recreation programs for minority groups.
59	cities in 12 states and Canada were assisted through personal visits by the Katherine F. Barker Memorial Field Secretary for Women and Girls.
65	cities in 20 states and Canada received special service with reference to their arts and crafts programs.
14,532	employed and volunteer recreation leaders in 151 cities in 34 states were given special training in recreation skills, methods and programs.
1,319	recreation positions were handled: 920 personal interviews were held; and 1,018 sets of personnel credentials were submitted at the request of employing recreation agencies and candidates in 44 states.
2,500	recreation leaders from all 48 states and Canada attended one or more of the 11 district conferences held during 1951.
1,250	recreation leaders from 41 states and 7 foreign countries attended the 33rd National Recreation Congress in Boston, Massachusetts.
170	state agencies concerned with recreation in 36 states and 16 federal agencies were assisted with their recreation problems and services.
1,200	companies received periodical bulletins on industrial recreation problems and development; 100 industrial plants in 60 cities in 10 states were visited by a special worker to help industries and municipal recreation departments meet the recreation needs of workers.
2,500	playground leaders received the Summer Playground Notebook.
3,200	cities participated in the 28th annual observance of National and Inter-American Music Week.
9,022	recreation leaders received RECREATION, the monthly magazine of the recreation movement.
7,016	cities in all 48 states (including 101 cities in U.S. Territories and 225 cities in foreign countries) received help and advice on their recreation problems through the Association's Correspondence and Consultation Service. Requests for help totaled 21,236.

District Advisory Committees

DISTRICT ADVISORY committees are being set up by the National Recreation Association to strengthen the joint cooperation of the association and local recreation executives. Already there is evidence that this step is creating more alertness to the problems within each district and to the most effective uses of the association's resources in meeting them. Committee membership has been accepted by the following:

Pacific Northwest District

Ben Evans, Director of Recreation, Seattle, Washington.
Kenneth Fowell, Director of Recreation, Great Falls, Montana.
Thomas W. Lantz, Superintendent of Public Recreation, Tacoma, Washington.
Miss Dorothea Lensch, Director of Recreation, Portland, Oregon.
Carl S. Munson, Director of Recreation, Moscow, Idaho.
Mrs. Irene Squires, Superintendent, Williamalane Park and Recreation District, Springfield, Oregon.
S. G. Witter, Recreation Director, Spokane, Washington.

Pacific Southwest District

Cedric Austin, Superintendent of Recreation, Phoenix, Arizona.
C. C. Christiansen, Director of Recreation, Santa Barbara, California.
Loveless N. Gardner, Director of Recreation, Tucson, Arizona.
W. C. Higgins, Superintendent of Parks and Recreation, Reno, Nevada.
George Hjelte, General Manager, Department of Recreation and Parks, Los Angeles, California.
Paul S. Rose, Superintendent, Salt Lake County Recreation Commission, Murray, Utah.
Walter L. Scott, Director of School and Municipal Recreation, Long Beach, California.
Glen Worthington, Superintendent of Recreation, Logan, Utah.

Southwest District

William K. Amo, Superintendent of Parks and Recreation, Little Rock, Arkansas.
Vernon Chambers, Director of Colored Recreation, Houston, Texas.
Albert A. Dominque, Superintendent of Playgrounds and Parks, Lafayette, Louisiana.
Alvin R. Eggeling, Superintendent of Recreation, Oklahoma City, Oklahoma.
Miss Margaret Ford, Director of Recreation, Roswell, New Mexico.
A. C. Hamilton, Superintendent of Recreation, Lubbock, Texas.
Morris X. F. Jeff, Shakespeare Center, New Orleans, Louisiana.
O. D. Johnson, Superintendent of Recreation, Lake Charles, Louisiana.
Beverly S. Sheffield, Director of Recreation, Austin, Texas.
William P. Witt, Superintendent of Recreation, Corpus Christi, Texas.
O. A. Ziegler, General Superintendent, Board of Park Commissioners, Tulsa, Oklahoma.

Midwest District

Edmun A. Ash, Superintendent of Recreation, Kansas City, Kansas.
Lawrence J. Heeb, Superintendent of Recreation, Lawrence, Kansas.
Miss Kathryn E. Krieg, Superintendent of Recreation, Des Moines, Iowa.
Kenneth M. Kurtz, director of Recreation, Casper, Wyoming.
James C. Lewis, Director of Recreation, Lincoln, Nebraska.
John N. Nichols, Superintendent of Recreation, Cedar Rapids, Iowa.
Ben C. Porter, Director of Parks and Recreation, Jefferson City, Missouri.
Mrs. Verna Rensvold, Superintendent of Public Recreation, Kansas City, Missouri.
Branch Russell, Recreation Department, St. Louis, Missouri.
J. Earl Schlupp, Director of Recreation, Denver, Colorado.
Duane Shefte, Director of Recreation, Huron, South Dakota.

Great Lakes District

Charles T. Byrnes, Superintendent of Recreation, Evanston, Illinois.
Donald B. Dyer, Director of Recreation, Milwaukee, Wisconsin.
Jerome T. Femal, Director of Recreation, Bloomington, Indiana.
A. R. Flannery, Director of Recreation, Parks and Buildings, Battle Creek, Michigan.
E. P. Hartl, Superintendent, Division of Municipal Recreation and School Extension, La Crosse, Wisconsin.
John N. Higgins, Director of Recreation, Board of Parks and Recreation, Hammond, Indiana.
Ernest W. Johnson, Superintendent of Playgrounds, St. Paul, Minnesota.
Arthur G. Morse, Supervisor of Recreation, Toledo, Ohio.
Harold G. Myron, Director of Recreation, Highland Park, Michigan.
John Niles, Director of Recreation, South St. Paul, Minnesota.
C. W. Schnake, Recreation Director, Recreation Department, Canton, Ohio.
William A. Smith, Director, Frederick Douglass Community Association, Toledo, Ohio.
Francis Shuster, Superintendent, Playgrounds and Recreation Commission, Springfield, Illinois.

Southern District

Joseph Austin, Director, Nineteenth Street Community Center, Gulfport, Mississippi.
T. A. Belser, Superintendent of Recreation, Montgomery, Alabama.
R. Foster Blaisdell, Superintendent of Recreation, Charlotte, North Carolina.
Miss Nan B. Crow, Director of Recreation, Charlottesville, Virginia.
Marian Hale, Director of Recreation, Memphis, Tennessee.
W. H. Harth, Director, Park and Recreation Department, Columbia, South Carolina.
Mrs. C. Paul Heavener, Director of Recreation, Charleston, West Virginia.
Cliff Kerby, Recreation Supervisor, Callaway Mills Company, LaGrange, Georgia.
George T. Kurts, Director of Recreation, Jackson, Mississippi.
T. B. McPherson, Supervisor, Church Street Recreation Center, Gainesville, Florida.
Julian O. Olsen, Superintendent, Recreation Department, Pensacola, Florida.
Miss Anna S. Pherigo, Superintendent of Parks and Recreation, Lexington, Kentucky.
D. C. Wingo, Superintendent, Smith Street Community Center, Norfolk, Virginia.

Middle Atlantic District

Myron N. Hendrick, Director of Recreation, Niagara Falls, New York.
David M. Langkammer, Superintendent of Recreation, Altoona, Pennsylvania.
Philip LeBoutillier, Superintendent of Recreation, Irvington, New Jersey.
Peter J. Mayers, Superintendent of Recreation, New Rochelle, New York.
Mrs. Ruby M. Payne, Director, Crispus Attucks Center, Lancaster, Pennsylvania.
Lorne Rickert, Superintendent of Recreation, Wicomico County, Maryland.
Frank M. Sabino, Superintendent of Recreation, Leonia, New Jersey.
George T. Sargisson, Executive Director, Recreation Executive Director, Recreation Promotion and Service, Inc., Wilmington, Delaware.
Hubert I. Snyder, Director, Baltimore County Recreation Department, Towson, Maryland.
Miss Ruth Swezey, Executive Director, Playground Recreation Association, Wilkes-Barre, Pennsylvania.
Frank Wood, Dunbar Association, Incorporated, Syracuse, New York.

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Richard A. Tapply, Director of Recreation, Bristol, New Hampshire.
W. Norman Watts, Director, Dixwell Community House, New Haven, Connecticut.

The National Advisory Committee

SEVERAL MONTHS AGO the National Recreation Association's National Advisory Committee on Defense Related Services reported that one of the most serious problems facing the country's recreation movement during the present emergency and for the years ahead is the recruitment, training and placement of recreation workers.

The association's board of directors had also been concerned with this problem for some time and certain steps, including the appointment of an assistant director of the association's recreation personnel service, had been taken to improve and increase the association's work in the personnel field.

Last summer a number of the outstanding leaders in the area of undergraduate and graduate recreation education were consulted by the association, through correspondence, as to the advisability of the association's appointment of a nationwide advisory committee to survey and review this entire problem and make appropriate recommendations or suggestions. The replies so favored such a procedure that an informal meeting was held at the 1951 Congress in Boston to discuss the scope of such a committee's work.

Further consideration of the make-up of the National Advisory Committee led to a plan of membership for recreation and park executives and leaders, teachers of professional recreation leadership at both the undergraduate and graduate college levels, presidents and deans of colleges and universities, and other persons who would have general interest in or concern with the professional preparation and development of recreation personnel.

Dr. Paul F. Douglass, president of American University, Washington, D.C., has accepted the chairmanship of the National Advisory Committee, as announced in the March issue of RECREATION (page 479). Dr. Douglass is well known to the recreation movement. During his administration, American University's enrollment has risen from less than two thousand students to more than six thousand, its annual budget has increased four and a half times, and there has been a great deal of expansion in other ways.

Dr. John L. Hutchinson, who is associate professor of education and chief advisor of the interdivisional program of recreation at Teacher's College, Columbia University, has accepted the vice-chairmanship. Dr. Hutchinson is president of the College Recreation Association and author of a recently published book, "Principles of Recreation." W. C. Sutherland, director of the recreation personnel service of the National Recreation Association, will serve as secretary to the committee.

The association, whose headquarters and field staff will provide assistance to the committee, has been active in the recruitment, training and placement of recreation personnel since 1906. The groundwork for later developments was laid by a committee appointed at the first national recreation congress in 1907. A program for the recruitment of recreation personnel and a placement service to assist the growing number of cities instituting community recreation systems was established by the association shortly thereafter.

With the present rapid expansion of recreation programs and facilities, the increased recognition of the need for recreation in modern high-tension living, the increased responsibility of recreation executives for larger budgets and more comprehensive programs, the trend toward specialization of recreation leadership in new as well as traditional areas, and the increased demand for professionally qualified workers, it is now imperative that the whole area of recruiting, training and placing recreation personnel be re-studied. This will be the function of the National Advisory Committee.

Outstanding representatives of all the broad areas of recreation service have been invited to serve on the advisory committee, and have responded to the invitation wholeheartedly. The personnel of the committee will be announced in the near future. Already, it has received historical information and is considering appropriate areas and priorities of investigaton by subcommittees. The association's professional staff is preparing additional documentary material and making basis studies for use by the committee. One such survey covering current compensation and conditions of employment will be reported in the September issue of RECREATION.* Other questions and suggestions from the profession will be welcome, and should be addressed to the secretary of the committee.

---

* Preprints available after June 15, 1952, National Recreation Association. Price: 35 cents.

Rifle Clubs

Sirs:

I have noticed some recent correspondence in RECREATION in regard to Rifle Clubs for boys. We have sponsored a Junior Rifle Club, affiliated with the National Rifle Association, for two years.

Our own club is composed of fifty boys, ages twelve to eighteen. We use the police range in the City Hall and have obtained some excellent instructors among men who have fired in state and national competitions. Most of the boys use their own guns, but guns are made available for those who have none.

Our instructors, who are with the boys on the firing line at all times, continually stress safety in the use of firearms. Each boy's target is scored and recorded. When he has qualified for a certain medal, it is ordered through the National Rifle Association. The police have helped with the program and in so doing have gained the respect and confidence of the boys.

We have stressed individual accomplishment to date rather than competition and have found that this has been especially helpful to those who were not well adjusted socially. They have learned self-reliance and have improved in their attitude toward the group. When we feel that they have just about reached the maximum of their ability, they will be divided into teams for competitive shooting in order that there will be no interest lag.

The restlessness which comes from waiting turns to shoot has been overcome by inaugurating checker tournaments and domino games, and the tendency toward boisterousness and roughhouse has disappeared.

The majority of the members of our club are boys who have shown very little interest in competitive sports and we feel that it gives this group an excellent hobby.

WAYNE BLY, *Superintendent of Recreation, Atchison, Kansas.*

Sources of Material

Sirs:

I have just read Mr. Prendergast's article "Sources of Material for Cultural Recreation Programs", in the February number of RECREATION.

There are many parts in this article that I could quote, to which I would shout Amen, but it is all good. His reference to some of our giants of the past was the tenor of the plea I tried to make in the Literature Division of the Boston Congress. Our youth do not know the past, therefore, how can they re-live it, recreationally speaking?

I don't think any of our leaders in the field should be representing our great movement who have not read L. P. Jacks or Joseph Lee, and the many others referred to in the article. No other leading profession would place their stamp of approval on such ignorance of their background. I'll grant you, we are a leadership of doers, but we must have some dreamers and thinkers to give reason for our many activities.

A quotation from article, seems to sum up the whole matter, "Feeding the spirit is much more important than training the body."

GRANT D. BRANDON, *Director of Recreation, Lancaster, Pennsylvania.*

Little League

Sirs:

I have read your report of the survey, on "Competitive Athletics for Boys Under Twelve" in the February issue of the magazine RECREATION, with interest. As a strong advocate of Little League baseball, I wish to compliment the association's fair presentation of the problem on competitive sports for this age group. I might suggest, however, that many of the objections raised against such a program are very nicely covered in the booklet issued by Little League headquarters, entitled, "This Is Little League."*

DANIEL J. MCFADDEN, *Superintendent of Parks and Recreation, Arlington, Massachusetts.*

*Available from Little League Baseball, Incorporated, 348 William Street, Williamsport, Pennsylvania.

The Magazine

Sirs:

I have served in recreation work from community recreation through university campus recreation, the Army Special Service program to the Veterans Administration, and I am truly surprised with the excellent coverage of every phase of recreation that appears monthly in RECREATION.

This magazine serves as a tool to keep me alert—with material and ideas which keep me alive in my profession. Particularly in my work with domiciled veterans there is a great challenge in meeting the recreation needs of the older age groups.

By constantly receiving "fuel for thought" I experience a greater reward of growth and happiness in my work. The article, "Sources of Material For Cultural and Recreational Programs" by Joseph Prendergast, in the February issue, was excellent.

ALYCE E. HUSA, *Recreation Director For the Veterans Administration Special Service Division, Iowa City, Iowa.*

Sirs:

The April issue of RECREATION is the best issue ever published for use by general staff members and we want to furnish a copy to each of our summer supervisors.

W. A. MOORE, *Superintendent, Department of Public Parks and Recreation, Louisville, Kentucky.*

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

The Place of Supervision in a Recreation Program

A Guest Editorial

by Gertrude Wilson

Supervision is a process through which the work of an organization "gets done." In a recreation bureau or department the responsibility for supervision is delegated to the superintendent by the recreation commission and in turn is further delegated to some members of the staff, in accordance with the functional distribution of the work of the organization. The supervisors are the "middle men" in the organizational structure. It is the supervisors who help the superintendent and, through him, the commissioners to adjust the structure of the organization to the changing needs of the community. It is the supervisors who help the superintendents to establish channels of communication through which recreation workers participate in the planning and policy making aspects of the program. It is the supervisors who help the workers to understand the organizational structure through which the program achieves unity. The supervisors, working with the superintendent on one hand and with the workers on the other, are the key people in the development of a social climate in which not only each worker, but also the participating public, find satisfying social experience.

Supervision is a relationship between employees of an organization through which those staff members designated as supervisors have the obligation to help the workers responsible to them to perform their functions effectively. In recreation, these workers may be paid or volunteer, part-time or full-time. They may be recreation workers or workers with assignments in clerical or maintenance work. They may be specialists, such as umpires or referees, engineers or carpenters.

It is the responsibility of the staff of a recreation bureau to develop the organizational structure, under the leadership of the superintendent and the supervisors, in which each worker participates in the process through which policies and procedures are determined and overall program planning is achieved.

Workers are able to participate effectively in planning and administering a recreation bureau when: (1) they have knowledge, aptitude and temperament to do the work assigned; (2) they are introduced to their jobs through a well-planned and skillfully taught orientation course; (3) they clearly understand their duties and responsibilities and how their work is related to that of other members of the staff; (4) they know to whom they are responsible and to whom they can go for help (wherever possible, no worker should be responsible to more than one supervisor); (5) they feel appreciated, receive recognition for work well done and constructive criticism for their failures, trust their supervisors and identify their work with that of the whole organization in which they have a reasonable degree of pride.*

The above description of the conditions which enable workers to participate effectively on the staff of a recreation bureau clearly indicates the skill and functions of a recreation supervisor. He must have:

1. Ability to recruit and select workers with knowledge, skill and personality for performing work to be done.

2. Skill in planning and teaching orientation courses.

3. Skill in development of organizational structure based on specific job descriptions and clear cut lines of responsibility.

4. Skill in helping (teaching, guiding and directing) workers to increase their quality of performance.

5. Skill in helping workers to evaluate their own work, enjoy success and profit from failure.

6. Capacity to establish relationships from which workers develop a sense of trust.

7. Ability to share his own pride in and identification with the recreation bureau with other workers.

Discussion of the above functions and skills of a supervisor with a group of recreation workers, consisting of twenty-five supervisors, nine superintendents, one member of a state recreation commission and one staff member of the commission, brought out the following questions which may be typical of questions in the minds of many recreation workers:

1. What support should a supervisor expect from a superintendent in carrying out these functions?

2. Should a supervisor expect to receive this type of supervision from the superintendent?

3. Does a worker ever achieve sufficient competence to function without supervision? If so, by what criteria may such competence be achieved?

4. To what extent do supervisors recruit and select workers in a civil service system?

5. How can multiple supervision be avoided in a department where supervisory positions are defined in terms of program specializations?

6. How can a supervisor help to develop a democratic administrative

AUTHOR, *professor of social welfare, University of California, is a well-known leader in group work field.*

*Adapted from George D. Halsey, *Handbook of Personnel Management*. New York: Harper & Brothers, 1947.

Close Your Train Room Door and Say "Porter, Wake me up in Seattle"

Congress City – Seattle, Washington

Dates – September 28 to October 3

Official Train – Northern Pacific

There's nothing like a transcontinental train for rest, and good fellowship during any hours you want to be awake. There may even be conferences, arguments, talk, noise, fun as the official NRA convention train rolls along. Delegates can be busy when not sleeping. But sleep everybody who's tired will. The N.P. roadbed puts you to sleep.

Oh! There's one wild night on this trip! It's a Barn Dance in Montana, at Chico Springs – the folk-dance-square-dance capital of Paradise Valley. "Swing your partners"!

And there's an extra-special stop to see Yellowstone Park. Yellowstone is officially closed but NRA pried the place open—just for us.

There's a Convention Trip folder printed, with pictures. Send for it, if there's the slightest chance that you can go to Seattle next September. Please address,

National Recreation Association
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structure in a department to which such a concept is foreign?

7. What type of content should be included in an orientation course? How does a supervisor evaluate his teaching methods? How improve them?

8. How can a supervisor teach a worker to carry out his work responsibly?

9. How can a supervisor maintain his position as a "supervisor" and at the same time have friendly relationships with his fellow workers?

10. How much time should a supervisor spend with each supervisee? Can one supervisor be responsible for as many as forty-five or fifty workers?

These questions reflect the serious thinking of a group of recreation leaders struggling to emerge as competent professional workers. The questions raised are those which are perplexing many workers in all of the professions. They indicate areas for study and research. The questions also clearly indicate what supervision, in many recreation departments (and in other areas of work) actually *is* in contrast to the previous statement of what supervision *should be* when considered in the light of personnel management principles based on understanding human relationships.

During recent years the attention of socially minded scholars in many fields has been directed to studies in human relations with the result that it is now recognized that one of the great needs of human beings is to belong to a group in which there is an opportunity to participate in its management and program. The public awareness of the value of self-governing groups has created a demand for a different type of service from recreation workers as well as from other social workers, teachers, physicians, clergy, and those in all other professions who work with people. The recreation worker who coaches, teaches, leads or advises a team, class, interest group or club needs two types of skill: (1) skill in understanding the dynamics of human behavior and in using that understanding as he determines his own behavior as he coaches, teaches, leads or advises, and (2) skill in the program content he uses when he coaches, teaches, leads or advises. One type of skill without the other is a job half done.

Recreation workers need help from their supervisors in understanding themselves and their relationships to the groups and individuals with whom they work. They need help in learning how to work with one another as staff members. They need help in learning how to think about and participate in the recreation bureau as a whole. They need help in relating the program of the recreation bureau to the community as a whole. These are the elements of professional growth which the supervisor seeks to stimulate.

While a great deal of the success which a supervisor achieves in this large responsibility is dependent upon his own understanding of himself, and of the behavior of others, individually and in groups, as well as upon his knowledge and skill in recreational activities—the skill he may possess will be negated in an organization where administrative structure and procedures are not in harmony with the nature of the relationships which the supervisor is trying to help the workers to establish with their groups. Recreation is not a commodity, it is a powerful force through which people relate to one another to achieve a variety of purposes. Public support of recreational programs is predicated upon a belief that it enhances positive human relations and provides opportunity for many people to experience democracy through participation on many levels. The achievement of this goal is determined as much by the quality of the relationship between commissioners, superintendents, supervisors and workers, as by the knowledge and skill of the workers who work directly with the participating public.

Getting the work of an agency done is a large cooperative undertaking in which commissioners, superintendents supervisors and workers participate. The challenge to achieve a real social experience through this endeavor is one which must be accepted in spirit, and fortified by study and research, to identify the nature of an ideal situation toward which to strive –and to develop methods of work through which to reach it.

Things You Should Know . .

▶ DELEGATES TO THE NATIONAL RECREATION CONGRESS in Seattle will be interested to know that the "official route" for transcontinental travel is being sponsored by the Northern Pacific Railway. (See pages 130 and 133 in this issue of RECREATION.) September 26, 1952 will be National Recreation Congress Day in Yellowstone National Park.

▶ CONTRACTS HAVE JUST BEEN SIGNED by the National Recreation Association with the National Park Service to make: (1) a survey to determine the extra-urban recreation needs, interests, preferences and opportunities of typical urban areas within the New England-New York region, and (2) a survey of Alaska to (a) determine the adequacy of community park and recreation programs and formulate general recommendations for expanding and improving such programs, and (b) determine for Alaska, as a whole, both urban and extra-urban recreation needs, interests and preferences and the need for expanding existing programs and initiating new ones.

▶ A NEWS RELEASE ON LOCAL RECREATION EXPENDITURES, which has recently appeared in newspapers throughout the country, has carried a statement relating to, in each instance, the local expenditures for community recreation. Figures quoted have obviously been drawn from the 1950 Recreation and Park Yearbook. The news release, however, was *not* issued by the National Recreation Association, nor did the association have any knowledge that such a story was being circulated. It is unfortunate that some of the statements were based upon incomplete returns, as submitted by the agencies reporting for the Yearbook, and were therefore misleading as to the total picture in each locality.

This experience illustrates the importance of submitting accurate and complete reports for the Yearbook.

If you are interested in comparing the 1950 non-capital recreation and park expenditures of your city with those of other cities of similar size, you will find in the March 1952 issue of RECREATION tables analyzing these expenditures in terms of per capita amounts spent by cities in various population groups.

▶ HIGHLY COMPETITIVE SPORTS were described by experts as being bad for children below the ninth grade — both physically and mentally — at the annual convention of the American Association for Health, Physical Education and Recreation, in Los Angeles in April 1952. The opinions of the two hundred twenty physicians, including specialists in pediatrics, cardiology and orthopedics, were presented, and the overwhelming views expressed were against "little bowl" contests and publicity or "pep talks" which induce superhuman efforts by the youngsters. It was agreed that all youngsters need sports for moral as well as physical development. Broader athletic programs were stressed which would include all youngsters with concern for health coming before interests in a winning team.

▶ A NEW NATIONAL PRODUCTION AUTHORITY ORDER, to be in affect as of July first, permits construction of swimming pools and other Table I facilities; and major community recreation buildings can be constructed after October 5, 1952. Commercial construction and community recreation buildings are permitted to use up to five tons of carbon steel including not more than two tons of structural steel and two hundred pounds of copper and two hundred and fifty pounds of aluminum per quarter. This material may be self-authorized by the agency undertaking the construction. Larger facilities may be constructed by combining the self-authorized allotments for two quarters.

▶ A LONG-RANGE PROGRAM SURVEY to determine the needs of service men and women stationed at camps throughout the country, was announced by the USO in March. The survey will be conducted by USO's Program Advisory Committee, under the chairmanship of Dean Kenneth Johnson of the New York School of Social Work, Columbia University. Executive administrator for the study will be Dr. David DeMarche, director of group work and community organization at Springfield College, Springfield, Massachusetts.

▶ THE PEOPLE OF OMAHA, NEBRASKA, (population 247,408), on April first, voted to retain their public recreation commission. This was the third successful result from similar attempts to abolish all local administering boards or commissions in that city. The vote was 42,496 to 29,007.

▶ TACOMA, WASHINGTON (population 142,975) — On March 11 the voters approved two recreation bond issues by a three to one majority. This includes four and one-half mills for operation and five mills for new improvements.

▶ WILLAMALANE PARK AND RECREATION DISTRICT, Springfield, Oregon (population 10,771) — At the same time and by a large majority, a $72,000 bond issue passed for recreation building and operation.

▶ CARLINVILLE, ILLINOIS (population 4,965) — On April 8 the voters of this community were successful in their efforts, through a referendum, in establishing a park district.

▶ THE LIGHTED SCHOOL REFERENDUM FOR CHICAGO, ILLINOIS, was successfully passed on April 8. This means that the school board will have an opportunity to offer community center recreation programs in many new sections.

▶ ENTRANCE REQUIREMENTS for the California civil service class of recreation therapist have been liberalized to allow additional men and women to enter state service, according to the California State Personnel Board. Now college graduates who have majored in recreation or recreation therapy are eligible, providing their major has included supervised field work. Graduates with minors in recreation or recreation therapy, certain types of majors and a year of group recreation work experience may also apply, as may applicants who have completed graduate work in a school of social work. Detailed information and application forms may be obtained from State Personnel Board offices in Sacramento, San Francisco and Los Angeles, or any local department of employment.

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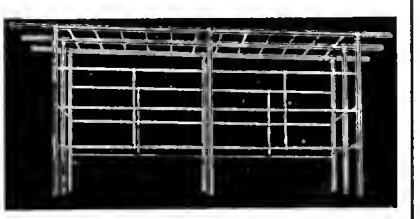

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CHAMPION RECREATION EQUIPMENT

P.O. 474 — Highland Park, Ill.

National Recreation Congress

September 29-October 3, 1952

SEATTLE PLANS

Paul V. Brown

Ben Evans

John R. Vanderzicht

Bill Pond

Robert C. Stephens

Introducing a few among the many persons who are looking forward to welcoming recreation leaders to the great Northwest this fall, and who will act as hosts in Seattle:

Paul V. Brown, Superintendent of Seattle Parks; Ben Evans, Director of Recreation, Seattle Park Department; John R. Vanderzicht, Director, State Parks and Recreation Commission; Bill Pond, Supervisor, Recreation Division, State Parks and Recreation Commission; Robert C. Stephens, Superintendent, King County Park and Recreation Department.

Discussion Will Flourish

With the helpful cooperation of the several Congress committees for particular aspects of this year's Congress in Seattle, the Recreation Congress Committee has now determined the topics which will be covered in the group discussions of the meeting. Discussion always has been the very heart of the Congress, and this year will see no exception. Thirty-five different meetings are planned, at present, not including those especially scheduled on the opening day of the Congress. At that time, recreation executives, recreation supervisors and workers, town and

Seated, l. to r., Nita Upmeyer, Fieldhouse Supervisor and George D Wyse, Athletic Supervisor, King County Parks and Playfields; Ruth E. Pike, Recreation Specialist, State Parks and Recreation Commission; Pearl Powell, Recreation Supervisor, Seattle Park Department. Standing, l. to r., Ralph Wilson, Recreation Specialist, State Parks and Recreation Commission; Lou Evans, Assistant Director of Recreation, Seattle Park Department; Russell Porter, Community Recreation Supervisor, King County Parks and Playfields.

country recreation workers (formerly called "rural"), hospital recreation workers and industrial recreation leaders will hold their special sessions. Still another special group of guests will meet on Monday, but members are not planning to waste the whole day in meeting. They are the wives of Congress delegates. Once they have decided on an interesting program for the day and the week, the chances are that they will promptly go about executing a course of action.

The Recreation Congress Committee is busily engaged now at finding the best possible people to assist with the development of the discussion topics. Suggestions, if they can be sent in very soon, will be gratefully received. Study the topics listed and begin to collect your own questions to throw into the hopper for those meetings in which you are especially interested.

The Congress Preliminary Pamphlet has been published and mailed to several thousand recreation leaders. If for any reason your copy has not reached you, please write for one and it will be sent promptly.

In the following list of topics, key words are italicized. They cover an unusually wide range of problems this year. As much care as possible is being taken to schedule these meetings so that a minimum of conflicts will result.

Discussion Topics

Building the Recreation Program—*Arts and Crafts* For *Board* Members Only
How Are Municipalities Providing *Camping* Opportunities?
Building a Well-Rounded Program in Indoor Recreation *Centers*
Organizing and Leading *Church* Recreation Programs
Why *Civil Defense* Needs Recreation
The Role of *County* Government in Recreation
Employee Recreation in a *Defense* Setting
Building the Recreation Program—*Dramatics*
Strengthening the *Family* through Recreation
Developing Programs for *Girls and Women*
Highly Organized *Midget Athletics* Are Harmful—Fact or Fancy?
Where to Get More *Money* for More Service
Doing Our Best with What *Money* We Get
Building the Recreation Program—*Music*
Ideas That Work for *Off-Post Recreation*
Activity Programs for *Oldsters*
Doubling in Brass—The *One-Man* Department
Recreation in *Parks and Forests*—National, State and Local
Recreation *Personnel* Problems
Pet Ideas
Do Others See You as You See Yourself?—Are Your *Public Relations* Showing?
Recreation and Park Department Relationships
Appraising 1952's Recreation *Research* Developments
Regional Recreation Planning At Work—Puget Sound Park Study
Regional Recreation Planning At Work—Alaska, River Basin Studies, New York-New England, Southern Regional Study
Getting in on the Recreation Planning of New *Schools*
Design and Construction of *Special Recreation Facilities*
Principles of *State* Recreation Services to Communities
Major Current *Surfacing* Problems
College and Graduate *Training* for Recreation
In-Service *Training* Programs That Work
How Creative Are You in Using *Volunteers?*
Developing and Conserving *Water* Recreation Resources
What I Want to Know Is_____

Getting to Seattle

. How would you like to combine a trip to the Congress with a visit to Yellowstone National Park? This question so challenged the Congress Committee that after careful investigation arrangements were finally concluded with the Northern Pacific Railway Company for such a special trip, for all interested Congress delegates. Beginning in Chicago on September 24 the trip will include a whole day, September 26, in Yellowstone, and then continue to Seattle, arriving on Sunday, September 28.

Traveling to the Congress this year may be almost as much of a special event for some of the delegates as the actual Congress itself. Westerners are old hands at showing the thousands of natural wonders that fill their section of our country. Easterners, however they travel west, are sure to be moved by what there is to see—if they keep their eyes open.

The majesties of nature are all the more interesting to recreation leaders. Many of the finest western sights have been saved for all the people to enjoy through the action of state and federal governments in establishing state and national parks.

For Seattle Routes Consult

Summer Vacations - U. S. A.

• In this publication, travelers to the Congress will find travel tips, information on routes, scenic wonders, what to see in the state of Washington, special events to consider when planning the trip, and vacation ideas for every section of the country.

• Inform yourself about the important or enjoyable things to be seen between your home and Seattle. Don't miss that wonderful place a few miles off your main route, just because you didn't know it was there. Let SUMMER VACATIONS—U.S.A. help you plan. See detailed announcement, page 122.

JUST OUT

Order from your local book store or National Recreation Association.

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This natural interest of recreation leaders is what led the Congress Committee to give such careful consideration to the opportunity to include a visit to Yellowstone in the Congress program for those who wish to take it. There are many ways to get to Seattle. Many will want to fly, because of special preferences or to save time. Many will want to go by train but will not have time to include a whole day in Yellowstone enroute. Many are already planning family trips by car to Seattle and will combine some vacation with the important business of attending the Congress. There is talk in one southern city of chartering a bus to take a load of delegates to the Pacific Northwest. Whatever the mode of travel, whatever the route, some of the finest scenery in the world lies between Seattle and every prospective delegate to the 1952 National Recreation Congress.

For those to whom there is appeal in the idea of travel-

ing to the Congress—and home again—with other Congress delegates, and for those who are desirous of seeing Yellowstone, the "official" tour may have a great deal of interest. The trip originates in Chicago, but delegates can join it enroute where the itinerary comes within reach.

This particular Congress delegation will leave Chicago on the Burlington at 11:00 p.m., Wednesday, September 24. The next morning at St. Paul the Northern Pacific will take over and head west to Livingston, Montana, arriving there at 7:45 a.m. on Friday, September 26. All day Friday will be spent in a tour by special bus of the wonders of Yellowstone, including lovely Paradise Valley, Mammoth Hot Springs, Golden Gate, Electric Peak, Firehole Canyon, Yellowstone River, Eagle's Nest Rock, Gibbon Falls, the Paint Pots, Old Faithful Geyser, of course, and scores of mighty, active springs and erupting geysers.

Knowing that Congress delegates enjoy square dancing, the planners of this itinerary have ended this day with a cowboy show and dinner dance at Chico Hot Springs, a hotbed of Montana square dancing.

After National Recreation Congress Day in Yellowstone, and a mighty full day at that, our weary delegates will board the sleepers again at Livingston, and early the next morning another Northern Pacific train will stop just long enough to pick up the special cars and start them on the last lap of the trip to Seattle.

End of the line, going west, is reached at Seattle, Sunday morning, September 28, 7:30 a.m.

For those who want to return home in a group, several alternate itineraries have been worked out. The most extensive one includes visits to Portland, San Francisco, Yosemite, Los Angeles, Grand Canyon, and arrives in Chicago the afternoon of October 16. Other routes return via Portland, Salt Lake City and Denver, or via Victoria, Vancouver and the Canadian Rockies, or direct.

Seattle—Via National Parks

Delegates to the National Recreation Congress at Seattle may want to consider visiting one or more of the national parks in connection with the trip to the Pacific Northwest this summer. Some of the larger national parks, which may be visited enroute to that city—depending upon whether you are traveling a northern or southern route—are listed below. The season, in some of the most northerly of these, ends as early as the middle of September, but the roads may be used until blocked by snow, which usually is not until the middle of October. The other national parks, except those in the extreme north, are open all year. For specific information about any of these parks, address inquiries to the local superintendent at the address given here.

Big Bend National Park, Marathon, Texas
Crater Lake National Park, Crater Lake, Oregon
Grand Canyon National Park, Grand Canyon, Arizona
Mount Rainier National Park, Longmire, Washington
Lassen Volcanic National Park, Mineral, California
Olympic National Park, Port Angeles, Washington
Sequoia and Kings Canyon National Parks, Three Rivers, California
Yellowstone National Park, Yellowstone Park, Wyoming
Yosemite National Park, Government Center, Yosemite National Park, California

Special attention is called to National Recreation Congress Day in Yellowstone National Park on Friday, September 26, when a tour of Yellowstone will be made by all Congress delegates who wish to take the "official" route to Seattle.

Recreation Facilities

In addition, delegates will want to visit at least one of the fifty state parks in Washington, where fishing and camping are especially good.

In the cities enroute to Seattle, and in Seattle itself, the municipal parks and other recreation facilities are outstanding. Spokane has one of the oldest recreation programs in the state, with an activities program developed through its park system. At Enumclaw, there are camping facilities, and you can visit the King County park and field house which serves that community. Also distinctive for its park and recreation facilities is Longview, a modern city planned by the Long Bell Lumber Company. Between Tacoma and Seattle, on U.S. Highway 99, you pass the Boeing Airplane Company, which operates such an outstanding industrial recreation program. And, of course, you will want to visit both the King County and city of Seattle installations to see their programs in action.

HOTEL RESERVATIONS

Congress headquarters will be at the Olympic Hotel in Seattle, where most of the meetings will be held. A number of other hotels in the city are cooperating, and a list of these, with the range of prices for rooms and suites, follows. Delegates are reminded that always there are only a very few rooms available at the minimum rates. So, please make your reservations early and correspond directly with the hotel of your choice. The Congress Committee is not handling hotel reservations.

HOTEL	SINGLES	DOUBLES (and Twins)
Olympic Hotel	$6.00-$10.50	$7.50-$13.50
Benjamin Franklin Hotel	$6.00-$ 8.00	$8.00-$14.00*
Earl Hotel	$4.00	$5.00-$ 6.00
Hungerford Hotel	$5.00	$7.00-$10.00
Moore Hotel	$3.75	$5.50-$ 7.00
Mayflower Hotel	$5.00-$ 7.00	$6.50-$ 8.50
New Washington Hotel	$6.00	$8.00-$10.00*
Roosevelt Hotel	$6.00	$8.00-$ 9.00
Stratford Hotel	$4.00	$5.00
Stewart Hotel	$5.00	$7.00-$ 9.00*
Vance Hotel	$5.00-$ 6.00	$6.75-$ 8.00

* Suites also available.

For further information on getting to Seattle please write to the Recreation Congress Committee at 315 Fourth Avenue, New York 10, New York. Also, see *Summer Vacations—U.S.A.*

Floats on lake present beautiful spectacle. Greatest number of points are awarded to craft producing most striking reflection.

A Unique Summer Program

Freda Combs

Lantern and Float PARADE

Up a hill and across a bridge, the lanterns sway gently back and forth with the motion of the marchers. Over nine hundred children are carrying these in the annual parade which weaves over a large unwooded area of Fairview Park, in Decatur, Illinois. The route is lined with thousands of spectators. This event—a lantern and float parade—has been one of the highlights of the local recreation department summer program for the last seventeen years, and closely ties in with the local playground program.

The children finish their parade at the lake, where space has been reserved for them to sit on the banks, or to stand on the bridge, with their lighted lanterns reflecting in the water. As soon as the last child has settled into place, the launching of the floats begins. A microphone, manned by a master of ceremonies, is used to announce the events; and as each float is launched, the name of the playground responsible for it is given.

The park police, as well as those of the city, cooperate with the recreation department in making this big event a successful one. Park police handle the traffic and parking of cars. One of the city police squad cars, with two officers, is stationed nearby to help if needed and to be the spot where lost children and parents can be re-united.

Children of all ages, from four or five years old and up, take part in the lantern parade, and make and decorate the lanterns which they proudly carry.

These are constructed on the city playgrounds from cardboard and boxes of all sizes, including ice cream containers and hatboxes, which neighborhood merchants save for the children. Designs are either traced or drawn on them, and cut out with scissors and one-edged razor blades. (No small child is allowed to use the razor blades.) A local kite factory donates large quantities of red, blue, green and white paper, which is used to back the cut out designs. Some of the more ambitious and artistic of the children color the white paper with water colors, producing rich and beautiful effects.

Special precaution is taken to make handles for the lanterns, which will eliminate the danger of a child being burned; and careful spacing of participants in the parade is rigidly enforced to avoid injury. If a lantern should catch fire, the child is instructed to drop it and leave it. Never, never should he attempt to blow out a burning lantern. Each playground group must have at least one leader in charge, assisted by several parents. With careful planning, this activity can be a very beautiful spectacle, devoid of any hazards.

The children are assembled in a large, open area, where placards bearing the names of the playgrounds have been firmly staked in the ground. No lanterns are lighted until a signal is given by the leader in charge of the parade. As soon as all are glowing, it starts moving. A leader with a red flashlight torch sets the pace and acts as guide over a winding course previously decided upon, while the municipal band of Decatur furnishes a musical accompaniment.

The floats also are made on the playgrounds by the children, with some assistance from their parents. Each summer the department selects a theme for the summer playground program, and the floats depict this theme as much as is possible. The children participate in the planning and construction of their floats with much zest. A great deal of secrecy surrounds the actual operation, for each playground attempts to keep its design a surprise until the big night arrives. It becomes quite a game when the children try to get information about the kind of float being constructed on another playground.

Discarded or inexpensive materials are used for the most part. Some of the floats are very elaborate while others are very simple. The twenty-four by thirty-six inch bases, made by the recreation department, are delivered about three weeks before the event. They are uniform in size and weight, and are salvaged after the parade and stored for the next year. For the top construction, kite sticks (from the kite factory), cardboard, wire, paint, glue, string, wood, and so forth, are used.

A minimum of solid construction is most desirable, since

Author, *recreation supervisor and director of playgrounds for Decatur, is in charge of special activities.*

Launching float requires services of several men. Rope attached to the front is pulled at signal by man on other side of lake.

the more transparency there is the more reflection there will be on the water. Lighting is either by candles or batteries and small bulbs. Of course, the battery type of lighting is preferred, since there is less danger of fire.

Each playground is requested to take its float to some body of water, before the final event, to test its balance. Top-heavy construction or uneven distribution of weight will make a float capsize.

All floats are assembled at least one hour before the time set for the parade. The area is barricaded and a leader placed in charge to assure safekeeping.

Three judges from the community are selected to rate the floats on construction, theme and reflection. They are persons not directly connected with the playgrounds, and therefore are impartial. The first judging is done on land, for construction and theme. The greatest number of points are given for reflection, however, so the judges must wait until the last float is in the water to complete their work.

For the launching, a length of rope is anchored on both sides of the lake with a surplus equal to that needed to stretch across the lake. On each end of the float base is a hook. The rope is attached to the front, pulled under the float and hooked on the back end. At a signal, given by flashlight, an operator on the other side of the lake pulls the rope until signaled to stop. Three or four floats are attached in like manner to one rope, placed about ten or twelve feet apart. Five such ropes are used, so that the floats are placed far enough apart to make a distinct pattern with their reflections. The launching requires the services of one man on the opposite side of the lake, and three or four men handling the float itself.

The children on the playgrounds have been asked to find as many old candles as possible and to make floating candles. These are placed around the edge of the lake, except on the launching side, where they make a beautiful border.

Winners are announced over the loud speaker, and ribbons awarded. Local merchants donate window space to display the first, second and third place winning floats. This not only publicizes the playground program but gives the public a better chance to study the construction.

Maybe we are tempting the weather man when we announce the date for this event in advance, but we are willing to take that risk, trusting he will forget this momentous August night. Actually, we haven't been rained out of a single lantern parade since it was started.

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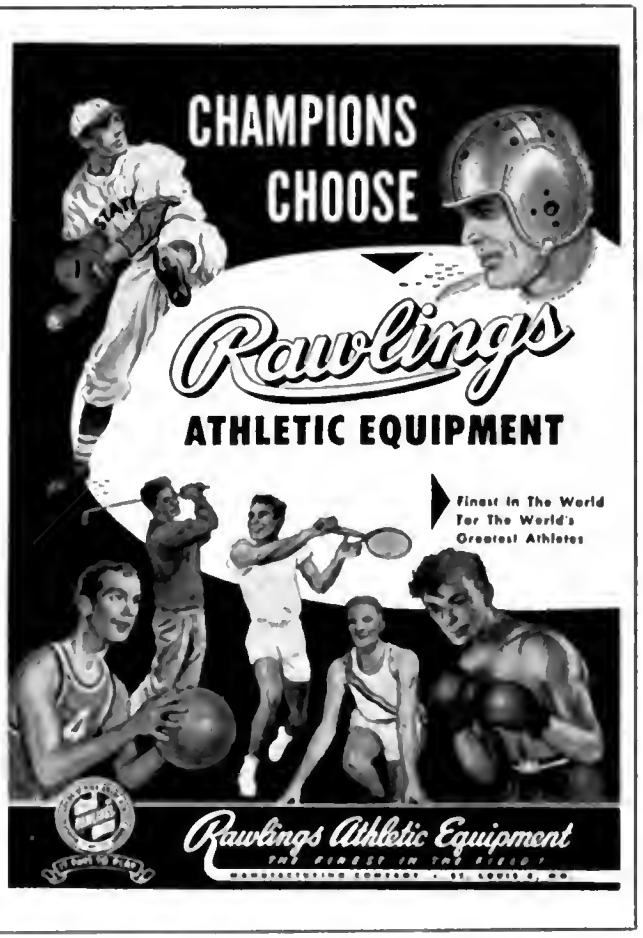

Memories of camping experiences, showing how much they can mean to a blind boy, or any boy.

A Part of My Life

Jacob Twersky

PERHAPS it's because I was a city boy, tired of the smells of coal and human crowds, despising the city's endless pavements and noisy loneliness; but whatever the reason, each time I think back to the summers that I spent at camp, the sweeter the breezes smell, the warmer the sun feels, the friendlier and gayer seem my fellow campers, and the more buoyant and exuberant the freedom that I experienced in those days.

For ten summers I had this freedom. Most of these I spent at Camp Lighthouse on Barnegat Bay, New Jersey. This camp for blind children, run by the New York Association for the Blind, was reserved for the girls in July and boys in August, and was like any other camp, with its playgrounds, lawns, recreation hall, mess hall and cabins.

It had an excellent staff, headed by Clyde Lytle, professor of English at Kutztown, Pennsylvania State Teachers College. "Chief Prof," as he was affectionately called, was a jovial, understanding, efficient man. He always had a ready anecdote or riddle, and often in the evenings he would present *Hamlet, The Merchant of Venice,* or other Shakespearean plays—all one-man performances. He took every part, changing his voice to fit the melancholy Hamlet or the distraught Shylock. He also sang selections from Gilbert and Sullivan and folk ballads. Before taps, when we were getting into bed, he would make the rounds of all the cabins, joking with us or consoling a homesick boy. He maintained discipline, but he did not drive us. He led us.

To me Chief Prof was wonderful. There seemed to be no limit to his fund of interesting information. It was he who encouraged me to recite poetry before the assembled camp and to be a good athlete.

Students from Kutztown Teachers College, whom Chief Prof brought with him, made up most of the corps of the counselors. Some of them, coming from the Pennsylvania Dutch section, impressed us with their German accents, and by their quaint use of German idiomatic expressions translated into English.

Much of our activity centered around the bay. We swam—poor swimmers near the dock and the better swimmers around a raft in deep water—and we rowed. In both cases we guided ourselves by sounds: vocal directions from partially sighted campers or fully sighted counselors, and the general sounds from the raft, dock or shore. Fishing from the dock or a boat, we caught crabs, sea bass and eels. The crabs we scooped out of the water with a net, after they had grabbed the bait at the end of a line. On some evenings we would huddle around a driftwood fire crackling on the beach, listening to the lapping of the bay, the rustling of the grass in the swamp, and smelling the wood smoke and salt air while we told stories and sang.

I can easily understand why primitive man considered inanimate matter, especially water, as having spirits. When I was a boy, I did the same. I could see, for instance, that Barnegat Bay had a personality, that it was definitely alive. The evidence was sufficient, for it had motion, a voice and many moods. At night it often slept quietly, or crooned peacefully to itself. Sometimes it would sigh, and the rustling grass on the shore would answer. In the morning, it often felt young and frisky and would run playfully back and forth at the edge of the beach. Sometimes it was depressed and beat itself sorrowfully against the sand. Surely, it had a great spirit.

We had our own ways of studying plant and animal life. A tree was identified by touching its leaf or bark. We knew well the glove-shaped elm leaf and the cork-like oak bark. Flowers were recognized by their smells: the Indian paint brush smelling like a piece of perfumed soap wrapped in hay, the sweet pea's discreet scent like that of a woman who knows how to use good perfume in moderation. We became familiar with the fishing-rod-smooth gartersnake, the pimply toad, the gulping frog and the hairy squirming bat. With our jackknives we opened clams, crabs and tortoises to touch their muscles. We knew the flat, monotonous call of the catbird, the shrewish bawling of the crow, the flute-like solos of the thrush. With life bubbling around us, there could be no loneliness.

My closest friend was Al Caraceiolo, a totally blind boy like myself. On Sundays, his family and relatives, a sizeable Italian clan, would descend upon the camp. They liked clams; so Al and I would wade out into the bay, feel for a clam with our toes and then duck under the water to retrieve it. Encouraged by the clan, we frequently came up with seven or eight dozen. These would go back with Al's folks, while in exchange we would be given spiced sandwiches and other delicacies on which to feast during the week.

In my last two seasons at Camp

MR. TWERSKY, *now an instructor in history at City College in New York City, has been blind since childhood.*

Lighthouse, when physical exercise was my great interest. I would rise an hour before the rest of the camp every morning, get into a pair of sneakers and shorts, and walk to the quarter-mile long boardwalk. There, I would run its length sixteen times, occasionally touching one of the handrails to make sure I was moving along the center. Intruding upon the general silence of the morning would be the sounds of my sneakers on the wood as I ran, the croaking of a bullfrog in the swamp, or the crowing of a rooster on the nearby farm. As I approached the bay, the breeze would refresh me, and I would hear the water as it broke against the shore and the weird cries of the seabirds. As I ran in the other direction, toward camp, I would smell the woodsmoke from Anna's and John's breakfast fire. Finally, when the four miles had been completed religiously, I would head for the washroom and shower; and when passing the cabins, would hear the first faint stirrings of the waking camp.

Although memories of Camp Lighthouse dominate my recollections of summer camping, I did spend several seasons, as a camper and then as an assistant counselor, at Camp Wapanacki in Hardwick, Vermont. Wapanacki was run by the New York Institute for the Education of the Blind, and was located beside a lake in the Vermont hills.

At Wapanacki, I enjoyed overnight hiking. Small groups of boys, each with a counselor, would set off for a point some fifteen miles away, carrying pup tents, ponchos, blankets, mess kits, and food to be cooked. Cooking was fun, even though it was messy and unpalatable at times. Somehow, the concoction which I tried in my pan, of potatoes, bread, bacon and sliced apples, lacked a pleasing flavor. At the time, however, I dared not admit it, for all of us had been boasting about our prowess as cooks. Sleeping in a pup tent in a cow pasture had its disadvantages, including a restless night upon the lumpy ground, tussling with a tentmate for possession of the blanket, and being startled awake in the early morning by the loud moo of cows that had decided to have an early breakfast.

I shall never forget the last time I went down to the lake. I walked along the path that was strewn with pine needles. The springy feeling of the ground underfoot had always appealed to me. In the pine and spruce forest along the lake, the last sounds of day were dwindling away. The lingering notes of a woodthrush mingled with the muted and monotonous song of the crickets. Chirrupy katydids carried on their gossip at either side of my feet.

I stopped at the edge of the lake, listening to the coarse croaking of frogs above the soft, washing sound of the water as it gently slid up and down the bank. In the distance tinkled the bells of stray cows returning home late. Just then a breeze sprang up and stirred the ancient spruces until the twisted limbs moaned with subdued sorrow, voicing my mood. From across the water came the strange hooting of a lonely owl, and near at hand another owl answered.

I breathed in deeply. I knew it would be a long time before I had a chance to return, and I wanted to remember it all. A lilac bush in full bloom poured its perfume into the air; and so strong was the smell of the forest's evergreens that it was like background music.

I do not know how long I sat there. I know that hours must have passed and night must have closed in, because dew descended upon grass and plants; and the smooth surface of the granite chunk on which I sat became colder and seemingly harder. The breeze had grown into a brisk wind, penetrating and chilly, and I shivered.

It seemed to me then that the woods anticipated something, as though the air carried with it a premonition of rain. I started back along the path, for the last time. I had outgrown it, I knew. A part of my life had come to an end.

Organized Camping

• *Statement prepared by Committee on Camping, Education-Recreation Division, National Social Welfare Assembly.*

Organized camping is a creative, educational experience in cooperative group living in the out-of-doors. It utilizes the resources of the natural surroundings to contribute significantly to physical, mental, spiritual and social growth. It is a sustained experience under the supervision of trained leadership. When sponsored by a national youth organization, it is an integral part of its program.

Camping contributes to good health through supervised activity, sufficient rest, good food and healthful companionship.

Camping aids in spiritual development by helping campers to recognize and appreciate the handiwork of God in nature.

Camping contributes to social development by providing experience in which campers learn how to deal practically and effectively with living situations.

Camping is an experience in citizenship training, providing through its community of campers the medium for democratic participation in decision making, planning and carrying out of activity at their own level.

Camping contributes to the development of self-reliance and resourcefulness by providing experience and instruction in which campers acquire knowledge and skills essential to their well-being.

Therese Myers

On the Trail

EVERY SUNDAY morning, in spring, summer, autumn and winter, while most city dwellers are still asleep, individuals and groups can be spotted hurrying to catch an eight o'clock ferry or a nine o'clock train. Who are these people and where are they going?

They are of every age and of every occupation—businessmen, housewives, office workers, sales people, doctors, lawyers, teachers, school boys and girls. And they are bound for the open road.

In spite of automobiles, radio, movies and television, there are still many people who have not forgotten—and some who are just discovering—the thrill of taking to the road afoot. Clad in garments appropriate to the weather, knapsacks over their shoulders, they travel independently, in groups, or as members of organized hiking clubs.

What are they seeking? They want to see more of the sky, more of the trees, more of nature's colors. They want to breathe clean air and the odors of pine, clover, burning wood and new-cut hay. They want to experience the joy of walking, not on pavements but on country roads, across bridges, through meadows and over mountains; of walking with people who like to walk; of walking at a steady pace and feeling every muscle tingle as it is set into motion.

They enjoy the element of surprise in these walks. A little wooden bridge will pop up around the bend; a path will lead them up or down steps carved out of rocks long ago loosened from a mountain slope; a row of scalloped hills will be revealed against the sky; or a sudden, thick carpet of orange-colored leaves will make them stop and gasp.

And the roads—where will the roads take them? Away from books and papers and the noise of city streets, it will lead to the Palisades and the Alpine Circular along the Hudson River; to the Ramapos; to Silver Lake, Byram River Gorge or Algonquin Woods in Westchester. It will take them to the rusty, grass covered Croton Aqueduct; to the stream in Pine Meadow Woods, where one listens to the sound of the water dancing over rocks, and can hear the splashing of the falls farther on.

These people like to walk under a shower of autumn leaves, and listen to their crackle underfoot; to hear the thud of falling apples as they are loosened from their branches by the rain; to walk in the cold, crisp air of a winter day, through a snow white landscape.

Sometimes there are unpleasant surprises, particularly for new hikers—such as having to pass through slush and mud to reach a destination, getting caught in the rain, crossing a meadow full of briars. But all of this, with the proper clothes and the right frame of mind, can be laughed at. Experienced hikers usually prepare for all kinds of weather and often deliberately go out in the rain and snow.

Among hiking clubs there are different grades of hikes, which vary in the different groups. A "C" hike may be three miles to some people, in another group it is five miles, and in still another ten miles might be considered easy. "A" hikes usually include some climbing. In such cases it is not only the distance which matters, but the height and steepness of the mountain or of the hills to be crossed.

Very often, hiking groups spend their vacations walking and mountain climbing. There are many shelters along the Adirondack Trail for stopovers. The Appalachian Mountain Club in New Hampshire has sixteen shelters and eight huts throughout the White Mountains, which are a hiker's paradise. The American Youth Hostel maintains hostels in various sections of the country for hikers and bicyclers. (See *Summer Vacations—U.S.A.*, for specific hosteling trails.—Ed.)

Many people travel to the top of a mountain by car or railway, and think they have seen everything because they enjoy the view from the summit. But they miss the thrill of climbing through the forest of birch, balsam or spruce, of having the landscape slowly unfold before them, of stopping to drink from a cool spring and perhaps letting the water trickle over their feet. They do not know what a wonderful moment it is to stand before the mountain about to be ascended. Mount Washington in New Hampshire is highest in the Presidential Range—sixty-two hundred feet above sea level. How quiet, dignified and majestic it is. Oh, to learn the secret of its imperturbability! And then to climb, slowly and steadfastly, through the forest, past the timber line and gaze down at deep ravines, revealed through mist; to climb higher and higher, until you reach the top and walk through the clouds to see the earth and heavens for miles in every direction! Here is the prize which lures the hiker to such great effort—the sense of achievement, of having *won* the right to this beauty.

Condensed from *Newark News*, June 1950.

THE ACT NOBODY

ONE OF THE unfriendliest audiences in the history of show business assembled on the evening of July 17, 1951, in the tent city of Finthen, near Mainz, in the American Zone of occupied Germany. It was also small—less than fifty of the three hundred fifty GI population. Finthen had just been bypassed by the most spectacular act on the circuit: Boyd Bachman's Band, a superior organization boasting the four O'Keefe sisters. Finthen was in no mood for the Buffalo Bills—a *male* quartet.

Surprisingly, the applause for the Bills' first number was audible. A phenomenon even more astonishing, however, was that the final chord of their second song merged into a high shout, unmistakably from the audience. When this was repeated a couple of minutes later, with even more enthusiasm, GI's began to drift along the company streets to see what was going on.

They saw four men in gray slacks and blue coats on an improvised stage of planks set between the tail gates of two trucks—from left to right, a short, slightly professorish-looking guy in glasses; a somewhat taller character with dark, curly hair and a map of Ireland for a face; a still taller kid with light curly hair who looked rather like a baby-faced prize fighter; and a stocky, medium-sized gent with thinning hair and an inerasable grin. They stood with their heads together, expressions of pure bliss on their faces, harmonizing. Every kid watching had probably tried the same thing back home, but the audience knew they had never achieved harmony like that; it was genuine, one hundred proof, bonded barbershop, and until the Buffalo Bills became the International Champion Barbershop Quartet in 1950 nothing like it had been heard in this world.

Two hours later the Bills were still singing encores. They had done two shows that day and had another that night, but were apparently having such a good time they couldn't bear to leave. They finally organized an impromptu quartet of officers, instructing them in barbershop harmony—and encouraging the men to make whatever irreverent comments which came to their minds. When this was going well, they shouted goodbye and ducked out.

The Bills averaged three shows a day for the thirty-five days of their European tour, and they never failed to have their audiences cheering by the end of the second number. In this respect the GI's were exactly like civilian audiences at home.

Counting the European Command trip, the quartet traveled 75,000 miles in 1951 and sang before audiences totaling 300,000. This does not include a fifteen-week radio stretch and three appearances on television.

These figures are made more impressive by the fact that the Buffalo Bills receive expenses but no pay. Each member makes his living at a regular job. Vern Reed, first tenor, is an insurance salesman; Al Shea, lead, is a cop; Dick Grapes, baritone, represents a paper-products company; and Bill Spangenburg, bass, is a truck driver. They are members of the Buffalo chapter of the Society for the Preservation and Encouragement of Barbershop Quartet Singing in America, Incorporated. The Society was founded in 1938 by Owen C. Cash, a Tulsa, Oklahoma oilman, and its slogan is "Keep America Singing."

It has six hundred chapters in the United States, Alaska, Hawaii, the Philippines and Canada, with a total of more than 30,000 members. Once a year it holds a contest in which a board of fifteen tough judges picks a champion from forty quartets who have won regional contests.

The Buffalo Bills won in 1950, after two unsuccessful tries, scoring a record 7,850 points out of a possible 10,000. Quartets are judged on harmony accuracy, balance and blend of voices, voice expression, arrangements and stage presence. Once a quartet has won a championship it can never compete again. Ever since winning the 1950 nigh honor, the Bills have been in unprecedented demand to sing for philanthropic and civic causes.

I first heard them sing on a "parade" staged by the Westfield, New Jersey, chapter of the SPEBSQSA. A parade is a yearly function at every chapter—a show in which they present the best quartets from other chapters. The Bills were so spectacularly good that I asked an old question. Why

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MR. DALMAS, *former university English teacher, magazine writer, now a producer of industrial and school motion pictures, sings only in a shower.*

Herbert Dalmas

CAN BUY

Secret of Buffalo Bills' popularity is unmistakable enjoyment of own singing. Audience can't resist them. L. to r. Vernon Reed, Al Shea, Bill Spangenburg, Dick Grapes.

don't they turn professional?

The Bills have had plenty of chances. Last year, for example, they turned down six night club offers and a contract to tour the cocktail lounges and supper rooms in a national chain of hotels. Even the hottest attractions in show business cool off, and hardly any last as long as the Bills plan to be around.

They enjoy being amateurs. Dick Grapes told me, "If we turned pro we'd have to sing at certain times and certain places, and at no others. We wouldn't be able to sing whenever and wherever we want to."

In Buffalo, the Bills are a city institution. In June 1950 the city council passed a resolution commending them for the credit they reflected on the city. Three hundred and fifty admirers gave them a banquet before they took off on their European tour. They are on first-name terms with more high-echelon business and professional people than any other four men in Buffalo.

How the wives feel as quartet widows is an interesting point. Probably there is no greater strain on marital felicity than the male tendency to withdraw to the kitchen, about the time the party is drawing to a close, to assay barbershop harmony. To wives who have had to wait, while their spouses were having one more try at "You Tell Me Your Dream," it may seem incredible that four wives exist who make a positive effort to get together three times a week to hear their husbands do exactly that.

When the original Buffalo Bills lost their baritone in 1950, and Dick Grapes was chosen after a consideration of some forty possibilities, Jerry Shea, Peg Spangenburg and Mary Reed invited his wife to a little party and gave her a vivid picture of what she had to expect. Not until she was sure she could take it was Dick formally accepted.

On the other hand, the Bills are feted wherever they go. Their wives, who are always invited, too, share in the enthusiastic attention which they receive. This makes for an exciting social life.

They are always on hand for community chest dinners, defense bond rallies, and other occasions where crowds have to be put into a relaxed and generous mood. In their home town and towns nearby, they sing about twenty-five times a year in hospitals, orphanges and other institutions. When they arrive in a city for an engagement, they are invariably asked to sing at one or more local hospitals. They never refuse. They sing for as many ambulatory patients as can get into the assembly hall, then make the rounds of the wards and the single rooms. Hospital directors say there is no morale builder to compare with barbershop harmony.

Like most spectacular successes, the Buffalo Bills are a happy combination of factors and circumstances. They all have superb voices. Each has studied music; they all grew up singing in church choirs, and they are relentless critics of themselves. Also, they look well together; they aren't handsome, but they radiate vitality without having to turn it on. Besides, they are all instinctive showmen. They have never had professional advice; they operate by reflex and their reflexes seem to be flawless.

Their slogan is "Pitch 'em high and hit 'em hard"; and whether they are singing—in a hospital room or, as they did once, for 78,000 people in the Cleveland stadium—they hit 'em hard. Audiences love it.

They have sung in just about every place a quartet can sing—in theaters, opera houses, churches, hotel lobbies, school auditoriums and airplanes. They have sung on top of a peak in the Bavarian Alps, on a San Francisco cable car, in a 1903 Oldsmobile under police escort on their way from the Milwaukee airport to their hotel, and in a Pennsylvania coal mine.

When they arrive for a parade, they are met at the airport by a welcoming committee, whose first request is that

the Bills "bust one." This often results in a slight disruption of air schedules, because when the Bills really bust one, nothing coming over a p.a. system can be heard. At El Paso last winter one plane's departure was delayed because the pilot had disappeared. He was located in a state of hypnosis, his ear cocked at Bill Spangenburg's shoulder, absorbed in what Bill was doing with his part of "I Want a Girl." Seems he was a bass himself.

Another reason for the Bills' popularity is their uninhibited and unmistakable enjoyment of their own singing. The expressions of sheer rapture on their faces when they hit a particularly satisfying chord are not the prop smiles of professional entertainers. And when they finally punch home the last chord, their half-astonished delight is so genuine that audiences can't resist them.

They are famous for their song arrangements. They start out by buying them, but no arrangement ever reaches their repertoire as they bought it. They tear it to pieces and put it back together again as they rehearse it, putting in the "swipes" so dear to the hearts of barbershoppers. A swipe is a chord change and can be anything from corn to an inspiring display of musical virtuosity.

Barbershop harmony is distinguished from straight harmony on one hand and from modern harmony on the other. Straight harmony uses three notes to a chord with the fourth voice "doubling" one of the others—that is, repeating the same note an octave higher or lower. Sometimes straight harmony doubles two notes in a chord, and sometimes all four voices sing the same note. Barbershop never has all four voices on one note. It uses a chord on every note, and whenever possible adds a fourth note to the chord.

The Buffalo Bills don't have time to analyze their effect on people, but Peg Spangenburg has a theory. She says that every man who sees the Bills pictures himself up there participating, that every man in the world has a longing to sing—not merely in the bath but with three other men. And she thinks that if all the men were divided up into barbershop quartets a lot of the world's troubles would cease to exist.

Thinking of Sending Junior to Camp?

☐ According to an article by Kate Thompson in the *Toledo, Ohio Blade*, parents who plan to send their children to summer camp should visit several to determine what best suits their youngster's needs. Officials of the American Camping Association warn not to send Junior away for the summer, unless he really wants to go to camp. There are many types of camps, and it is up to the parent to determine in what kind his child will be happiest.

Diverse Camps

Camps stress handcrafts, outdoor living, sports, competitive games, education, and so forth. Some follow rigid schedules to which the child must conform; while others permit a free choice of activity by the camper. Some put the emphasis on group activity and living together democratically, while some stress the individual and his needs. Some do both.

The article goes on to say, "Parents should talk with the camp director and find out if he is emotionally mature, really enjoys working with children and seems to display the traits of patience, understanding and kindness needed to lead them, in a friendly atmosphere.

Grounds

"The camp grounds should be examined by the parents to check sanitary facilities, the National Recreation Association advises. Be sure that there are adequate screens throughout the camp, that sleeping quarters are well ventilated and lighted, that gas for cooking or heating is not used in the children's rooms, that drinking water is safe and approved by health authorities, that swimming is properly supervised, that there is one set of bathing and washing facilities for every twenty-five children and one toilet for every fifteen children. Food should be nutritious and fresh, but not necessarily elaborate. Proper refrigeration and a good garbage disposal system are important.

"The summer camp need not be luxurious, but it should have all buildings in good repair, comfortable beds, clean, attractive outdoor areas and large, airy indoor areas for play in bad weather."

RELATIONSHIP OF

Parks and Recreation

Charles E. Doell

Golf has gone a long way toward satisfying the appetite for the rural landscape. Spectators as well as players enjoy it. Above, scene on Columbia Golf Course, Minneapolis.

THE ART of encouraging people to engage in various forms of recreation is relatively new. Only recently has it aspired to the status of a profession. For the most part, it is still unnamed, although its administrators and advocates are variously referred to as "recreation leaders," "recreationists," or simply "recreation people"—but a precise acceptable term is still to be found.

The nebulous beginnings of this art appear to come mainly from two sources—social welfare and physical education. The carry-over from the ancient art of gardening to present day recreation has been lost sight of through the years. This constitutes a third possible source, and, at least in public administration, is the thread we need to recapture, if the administration of combined park and recreation systems is to be wise.

"Social welfare" is probably the most descriptive term to be used for that motivation which prompted the establishment of our first playgrounds. Recognition of the right of the child to an opportunity to play, where, in the crowded portions of our large cities, there was no such opportunity, gradually led to the acceptance of this general idea.

The teaching of skills or the playing of games was a natural process for the physical education people. To those of us who were the street urchins and alley kids of fifty years ago, it seemed ridiculous to have to be taught how to play. Nevertheless, our introduction into the newfangled gymnasiums, and later the first playgrounds, disclosed to us how meager were the skills we possessed. The ordinary ball games, ice skating, shinny, can can, and rough and tumble fighting were well-known. Boxing and wrestling, according to rules, were something else again. Tumbling and gymnastic work and many of the field sports were known only to the few. To have instructors for such things as foot-racing was indeed the height of luxury. The teaching of these skills came within the province of the graduates of colleges of physical education. They were our first playground instructors.

For the most part, recreation courses at the universities and colleges have been part and parcel of the physical education department. Only in recent years has there been an inclination to distinguish between recreation and physical education. In many universities the division of recreation is still a part of the physical education department, but today's recreation embodies a great many things in addition to the teaching of physical skills and the guidance of play. It is considered to include all activities, sensations and

MR. DOELL *has been engaged in park work for more than forty years, is a past president of the American Institute of Park Executives and has been superintendent of parks in Minneapolis, Minnesota, since August of 1945.*

If possible, neighborhood parks should be large enough to provide green grass, trees and shrubbery, as well as the paved or well-worn areas for active play. Loring Park.

impulses which tend to renew the enthusiasm of the mind and body to perform its daily functions.

In this enlarged concept, we have discovered that environment is an important stimulus to the process of rejuvenation—or recreation. Green grass, trees, shrubbery, those things called "verduousness" by the senior Olmsted, coupled with pleasing patterns, sweet music, pleasant conversation and social intercourse, beautiful scenery, fine pieces of architecture, sculptures, paintings, either alone or skillfully blended and placed in proper environment, are of fundamental importance in keeping minds and bodies healthy. We have included as admirable forms of recreation a visit to the zoo, camping, and eating out-of-doors.

When some of these activities and settings are recognized and advocated by recreation leaders as part of the tools which they must use in their profession, we have indeed come full circle. Some of our earliest parks and gardens included hunting, places of retreat, beautiful scenery (that is, landscaped scenery), hiking, beautiful patterns laid out in gardens and in villas, palaces and fine residences. Stadia, hippodromes, race courses, menageries, theaters—all found their place in royal gardens at one time or another in our past history. During the seventeenth century, there were a few gardens that were made purposely to provide facilities for certain activities, including some of our older games, such as bowling on the green and a form of croquet which preceded our present version of that game. Facilities for playing tennis are of ancient vintage. However, it would be improper to say these were the main features of those gardens. They were simply adjuncts, and we cite them here only to point out that they were a part of the gardening art.

While the roots of both parks and recreation are to be found in foreign countries, parks and recreation, as we know them today, are strictly American. There were European and especially English influences, to be sure, but the development occurred in this country and, since, has spread its influence to others. Recalling these influences may help us to understand the close relationship between parks and recreation which is needed today.

It was during the nineteenth century in England that a distinct reaction against the formalized type of garden in Europe occurred. The English developed the informal or landscape garden at the time that the common people all over the world were beginning to assert and assume their rights as free citizens. It would appear that the extreme change of the gardening art in England was a part of this social revolution, and inherently it found a fertile field in that country, where hiking was much more popular than on the mainland.

The parks in the United States were conceived and constructed on the pattern of the English landscape-type garden. Central Park in New York was the first large park in the United States, and it was designed to provide a rural landscape in the heart of a growing city. It was a form of escape from city to country, and provided the elements of recreation which one gets from such a transition. Facilities for some forms of recreation including, of course, hiking, carriage-ways, bridle trails, a parade ground, lakes for boating (and on these, ice skating first took its real hold in the United States), a small playground, and settings for one or two important buildings were created. Anything that would interfere with the effect of a rural landscape, the designers fought off with zeal and vigor.

The designers of Central Park influenced the layout of a high percentage of the large park areas and systems established in this country between 1860 and 1900. If they did not do the designing themselves, their contemporaries and students followed the same general pattern and philosophy. They passed on to their successors this concept, so thoroughly, that when the demand for facilities for active recreation arose in the cities, park men resisted the encroachment with the same vigor as their predecessors had resisted encroachments in Central Park. Vestiges of this conflict are still apparent in certain localities today.

However, even the designers of Central Park recognized the desirability of many of these facilities—ball grounds, tennis courts, and so on—for public use. In their minds Central Park was not to be the only park in the city of New York, but one of many. They even had in mind a system of parkways, which was never carried out. They fully agreed that ball fields, outdoor gymnasiums, running tracks, tennis courts, and the like, were desirable but insisted that they should be on separate plots of ground, or devised so as not to interfere with the opportunities for recreation which one may get through enjoying the rural scene as an antidote for daily life in a crowded city.

But, as previously said, we have now come full circle. The well-informed recreation leader understands the great

therapeutic value of attractive, park-like settings. Nature study has become an important part of the recreation program. Day-camping as well as overnight camping constitute opportunities for municipal recreation. At the same time, the well-informed park planner recognizes the difficulty of now acquiring, in most municipalities of the country, the large park areas that are necessary for establishing the rural scene. For the most part, these are the reservations which are established in the proximity of metropolitan areas, rather than in the center of them. However, where these park areas have been provided in the cities, their value is well enough established so that only in a few cases are there still attempts made to convert them into play areas. Park and recreation people alike advocate the establishment of numerous play areas throughout a municipality, to give ample opportunity for recreation for all people. Even in the park-like reservations of state and regional systems, the occasional small area is developed for active recreation.

What is needed today in the public park and recreation field is a full appreciation of the basic purposes of park and recreation service and the historical background of each. The unity of purpose of the two then becomes apparent. Unfortunately, the study of landscape architecture and college courses leading to degrees in recreation each cover broad fields, so that the application of public service is seldom sufficiently emphasized. Perhaps within the space of four years there isn't time to teach all these things. Nevertheless, this mutual understanding of the other's immediate objective in providing recreational opportunities for the people must be well established if we are to have wise administration. Fortunately, there seems to be a trend towards the consolidation of the functions of parks and recreation in municipal government, and whenever and wherever that occurs, certainly those who have this sort of knowledge will prove to be the more capable administrators, assuming that the other qualities of executive ability are present.

Leisure Leaders Leisure Lodge

Marion C. Sparrow

THE RECREATION DIRECTORS of the San Fernando Valley district of the Los Angeles recreation and park department believe they have the most unique professional recreation organization in the country. It all started eleven years ago, when a group of valley directors were planning a Christmas party for themselves. The suggestion was made that a Christmas breakfast be held each year and that a fun club be organized. Result? The Leisure Leaders Leisure Lodge.

Committees were formed to work on a constitution and a general plan of organization. They functioned well, keeping the rules and regulations very simple, in order to derive the maximum amount of pleasure from the club. At that time, the San Fernando Valley had many wide open spaces, so the full title of the lodge was known as the Leisure Leaders Leisure Lodge of Prairie Dog Valley, Capitulo Numero Uno (Chapter Number One). Everything about the organization is in keeping with the title. The preamble to the constitution is as follows:

"We are leaders, and try with our might,
The finest of all leaders to be—
But there are no leaders on this earth,
That enjoy a siesta like we."

Their motto is "Take It Easy" and their aim is a "Daily Siesta." Section one of the constitution reads: "The objectives of this lodge are to develop a spirit of fellowship and fun among professional recreation directors of the valley district of the Los Angeles recreation park department." Section number two: "Honorary memberships are presented by the lodge to lay citizens of San Fernando Valley for outstanding contributions in the field of recreation."

Mrs. Prudence Harding is receiving a certificate from George Hjelte.

In all communities there are many people who give a great amount of time to public recreation. Recognizing their efforts certainly is in line with good planning and cooperation for better community programming.

The officers of the lodge are as follows: the president is known as "Lost Motion," the vice-president as "Losing Motion," the secretary as "Slow Motion," the treasurer as "Frozen Motion," the sergeant at arms as "Commotion" and the general membership as "Locomotion."

Two very outstanding figures in recreation have never missed a meeting in the eleven years the lodge has been organized. They are Mrs. Rollin Brown, president of the California recreation commission and a member of the Los Angeles recreation and park commission for the past twelve years, and Mr. George Hjelte, general manager of the Los Angeles recreation and park department.

Capitulo Numero Dos (Chapter Number Two) was recently organized in the Glendale recreation department, known as the "Casa Vedugo" chapter. Their officers were installed and a charter presented to them by Lost Motion of Prairie Dog Valley Chapter.

The lodge has been an inspiring organization for the recreation directors of the valley district, and they have lots of fun with their Leisure Leaders Leisure Lodge.

MARION C. SPARROW *is the district director of Los Angeles Recreation and Park Department in San Fernando Valley.*

Lawn adjacent to beautiful administration building, housing dining room and other facilities, is used for games and dramatics.

Hollywoodland –

Two interesting features of the attractive dining room are the hanging fireplace and convenient "lazy Susans."

The modern functional cabins of the camp provide the utmost for healthful, outdoor living; nestle against canyon walls.

CAMP FOR GIRLS

Located deep in the quiet canyons of Griffith Park, the new Hollywoodland Girls Camp is breathtakingly beautiful. Although it is but a short distance from any part of Los Angeles, rising hills isolate it completely from the everyday world. Expansive use of glass blends the indoors with the out-of-doors. Traditionally, though located in scenic outdoor areas, camp buildings have had too few and too small windows, thus denying to campers full appreciation of the scenery.

Operated by the recreation and park department of Los Angeles, Hollywoodland Camp, with its modern architecture, is functional in every detail. The recreation lodge contains a large lobby with floor-to-ceiling windows on three sides, shelves of books, and a hanging fireplace. Adjoining this is the dining room which seats two hundred and fifty at round tables, each equipped with a lazy Susan to hold the serving dishes. The stainless steel kitchen is completely modern and electrically equipped. The camp has its own large swimming pool, an arts and crafts workshop, an outdoor cooking area, sports and play facilities, and a special campfire area backed by a rock hill. The sleeping cabins are nestled against upjutting canyon walls, and large picture windows in each cabin give an excellent view of nearby hills.

The cabin arrangement lends itself to the unit system of operation. The camp is divided into three units: one for the younger girls, another for the intermediates, and one for the older girls. Each unit has a supervising counselor, and each cabin is staffed with a senior and junior counselor. This gives "around-the-clock" leadership. In charge of the entire camp is the camp director, who carries twenty-four-hour-a-day responsibility for every girl.

Great attention is given to safety, and hazards are eliminated wherever possible. The recreation and park department has taken full advantage of the cooperation, counsel and services provided by the municipal fire and health departments. The health department inspects all sanitary facilities, and provides the services of a registered nurse, who checks the physical condition of the girls as they enter camp. In addition to this, last summer two registered nurses were so interested in the camp that they took up residence there and volunteered their services for the whole summer. The health of the entire camp staff, including counselors and cooks, is carefully checked. A special health feature is the modern first aid room to care for emergencies. The fire department frequently inspects the facilities and surroundings to eliminate possible fire hazards.

The new girls' camp has experienced one full summer of operation with extraordinary success. During the three vacation months, twenty-one hundred girls spent one or two weeks there. The camp's success is, in large measure, the result of the consideration given to each camper. Each girl is treated as an individual. The boast that every girl in camp is personally known to the director from the moment she registers is not an idle one. No single camper is lost in the large number who attend each week. This is one reason for the vast number of repeat campers. From these repeaters stems a fine camp tradition, which establishes a valuable long-term relationship with each girl.

The camp is organized as a laboratory for living and supplies rich experiences in the life of a growing girl. It provides opportunity for emotional as well as physical growth, for learning and acquiring skills in camp activities and for the experience of sharing with other girls. Through these opportunities, girls develop poise and serenity. At camp, girls find room to be quiet and room to shout. Good morale and camp tradition are substituted for the "don't" type of rule. Cultural, economic and racial differences are submerged in the common enjoyment of activities and comradeship, and lasting friendships have their beginnings here.

Leadership based upon consideration for others manifests itself even among the very young campers. They are given responsibilities as kitchen aides, table hostesses, leaders of games, librarians, custodians of play equipment and program aides. This opportunity to serve and receive recognition challenges each girl's ability.

A further challenge exists in the special leadership training given teen-agers. For a period of two weeks, thirty girls live in the pioneer area. Pioneers-in-training are apprenticed to counselors to receive guidance and intensive experience in many phases of camping, including sleeping outdoors. As these girls mature, they become junior counselors, and many of them eventually become senior counselors.

Good citizenship is fostered by opportunity for all to participate fully in camp affairs. Everyone has a part in patriotic ceremonies, in making decisions, in using the suggestion box, and in selecting representatives to determine camp procedures.

The democratic process is implicit in the choosing of activities by each camper. The program includes nature activities; swimming; arts and camp crafts; hiking; sports; archery; dramatics; creative, modern, folk and square dancing; sketching; outdoor cooking; singing; nightly campfire entertainment; and horseback riding. Special

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events include swimming, play-days, carnivals, dance recitals, masquerade parties, festivals, publishing the camp newspaper, trips to the Griffith Park Zoo and Planetarium, camp craft exhibits and special field outings. These activities are so conducted that girls engaged in them are free from worry, strain, hurry and envy. Satisfaction comes from a worthwhile activity well done, rather than from a desire to excel at the expense of another. No girl feels that she is in the "dub" class. Life-long hobbies result from interests aroused in camp.

Hollywoodland is a singing camp. Nothing is more effective than singing in making the new as well as the repeat campers feel a oneness with their fellow campers. Not only do girls sing at meals and around the campfire but they sing as they hike on the trails, during the craft activities, at outdoor cooking, or just as they sit on the grass relaxing. The fine quality of singing acquired in so short a time will never cease to be a wonder.

Expansive use of glass, unique sliding doors, provide fresh air and sunshine. Each cabin, staffed with senior and junior counselor, has round-the-clock leadership.

An air of high, joyous seriousness pervades the camp. Campers are free from self-consciousness, which often finds expression in "smart-alecky" or sophisticated conduct. In everything about the camp there is adventure in the fine art, and fun, of living.

The outstanding "rightness" of the buildings in this camp was recognized recently when Hollywoodland was awarded the top Distinguished 1951 Honor Award from the American Institute of Architects, Southern California chapter. The report of the jury of architects said, in part:

"The light in the main building has a fine quality which comes because of the many sources, and there is no glare. The simple light fixtures are beautiful in themselves, as their shape echoes the structure and, with their floating quality, add to the gaiety of the building.

"The craft building, the bathroom buildings, and the small dormitory buildings all emphasize human scale and dwell on the individual. A really great triumph for the use of many children."

Camping is a "must" in a good recreation program. The summer camp is as American as square dancing. The idea originated and grew in the United States. Educators, social workers, psychologists, psychiatrists, and recreationists advocate that just as every child has opportunity to learn to read and write so should he have firsthand experience with trees, insects and birds, and the open sky.

SWENSON PARK

In February of this year, the city council of Stockton, California, voted unanimously to name the new municipal golf course and its surrounding recreational area *Swenson Park*, honoring Bert and Stella Swenson for thirty years of service.

The only objection came from the chairman of the recreation commission, who contended it should be the right of the commission to recommend the honor. The mayor declared, "We have just honored the most sincere, hard-working husband and wife team in Stockton, (who) . . . have devoted their whole lives to the children of this community . . . we have performed an act which will preserve their place forever in the hearts of a grateful citizenry."

Their work has included Camp Fire Girls, Boy Scouts, Community Chest, Silver Lake Camp founded by Mrs. Swenson, and Mr. Swenson's many years as city recreation director.

Bert and Stella Swenson have impressive record. As a team, they have worked together for more than thirty-five years. Unusual husband-wife honor paid by city.

Third and last in the series on photography as recreation

Irma Webber

Objectives for the Photo Group

IN ANY SUCCESSFUL photographic program the direction in which you and your group are heading—and what you hope to accomplish when you get there—are far more important to that success than most people realize.

Having an objective gives you a "reason for being." It presents a concrete goal toward which individual and group efforts may be directed, and against which accomplishments may be measured; and it ties a group together in a way that nothing else will do.

Sometimes, however, the activities of a photographic group may be deceptive to outsiders. To these it may appear, after a superficial examination, that there is no objective or definite program. But this is not necessarily so. What may appear to be an aimless and disorganized effort may be only the instructor's method of reaching a desired goal.

In my own classes, for instance, I have heard via the grapevine that several of my beginners have said to their friends, "Get into the photography class, it's fun, no work at all: we just wander around taking pictures."

Getting that kind of a reputation for teaching, or the lack of it, would worry some: but I like it. It's proof, to my way of thinking, that the students are absorbing the instruction without being particularly conscious of the fact that they are very definitely being taught something. Such teaching, as you know, is often more beneficial and lasting than a more formal and apparent approach.

In my class, we wander over the school grounds looking at the way mud has dried and broken into patterns of lines and textures. I point to a lowly dandelion and wonder how it would look to a worm. We become worms—stretch out flat and snap a picture. We wonder how it would look to a bird—climb a tree and snap a picture. We wander near the tennis courts, hockey field and football practice groups, taking pictures—and more pictures.

All such activity may seem aimless, and yet from this so-called fun and obvious wandering, some photographers will develop. They will learn to use the camera, become aware of things around them and someday learn to tell a photographic story that will be both real and artistic. I, also, hope that some will become interested enough in our sports program to ask for an assignment to cover our swim and track meets, the football games, school dances or auditorium programs. Such student photographers—through their cameras—can make a real contribution to the school paper.

Notice that I said I hope some would *ask* to be permitted to cover such activities. That's a very important point, because I've discovered that you can block progress by doing too much yourself. Let the youngsters hold the reins and you'll get quite an emo-

Experiment! How would the lowly dandelion look to a worm? Your camera can find out!

IRMA WEBBER *is photography instructor at Denby High School in Detroit.*

tional jolt. In fact it will become a question of who's entertaining whom. They can do a bang-up job of it.

It's an artful device, in that connection, to appear to be helpless in lots of ways, because that gets people to thinking and puts them to work.

For example, I often pretend I can't see a thing in focusing on the ground glass of our old camera without a hood. I whip out a magnifying glass, peer doubtfully at the image, and have always hoped that someone would make a black viewing box. But I wanted it to be their idea. I'd almost given up hope of getting one when last week the chap who made our safelight ambled over and said, "You remind me of Sherlock Holmes. Why don't we make a tube of sorts to put over the glass?" The next day he came in with one that fitted to a "t". That's what I call getting "third dimension" from a group.

In our class we try to keep the program planning flexible enough so that we can drop what we are doing if we hear a cry for help. We heard one recently from the library, and learned a lot from it. The librarian needed a new set of slides to orient all new pupils on the uses and procedures of library work.

In this instance the entire class went to the library. Some acted as models; others arranged floodlights; several took pictures, so that the librarian would have a selection from which to choose. All gained through the experience.

As a result of this, an English teacher saw the photos and bought a set of the slides for use in an illustrated lecture. The audio-visual and core teachers heard of this and arranged for picture-taking to illustrate their classroom activities and various field trips. These pictures, in turn, were transferred to film strips and became a permanent record in their files. From this work, one boy in particular, learned to use his small camera creatively and made a financial gain as well.

I must, also, mention another youngster in beginning photography who wants to become a photo journalist. For extra experience and good down-to-earth training, I assigned Joe to attend mother's club meetings in our school and take candid shots of their activities. This gives him good practice in shooting pictures in a hurry and in working with large groups. It's teaching him to be a good businessman, too, because the club is buying his pictures for their record book, and he's watching his expenses carefully. There's more than one way to teach a math lesson, isn't there?

Lynwood is another boy in our group who has put his camera to work for the school and community. His pictures became so popular he was made picture editor of our school paper and recently editor-in-chief of the yearbook. Now he's being called to the grade schools in the neighborhood to record special activities. (Such a member of a recreation department group can take the pictures of your program that will intrigue the local newspapers into running a story about it.—Ed.) The bug, in Lyn's case, bit so deeply and thoroughly that he gave up a wonderful summer vacation to do summer school work, so that during the school year he could devote more time to his yearbook duties. In addition he works for a community newspaper. This work, for both the school and newspaper, has taught him to meet deadlines and has made him more dependable and alert in many ways.

One of the most interesting things to come out of Lynwood's work has been his sense of values in good community living. For some while now he's given his time without pay to the Home Owner's Association, and the pictures he has taken of muddy, poorly paved alleyways, unkempt lawns and neglected garbage cans are displayed downtown in our city hall.

To my way of thinking, Lynwood is a boy who is using his camera to help create better everyday living, and since he has reached this perspective at an early age, I feel quite proud to call him one of our clan. He's an excellent example of what may be accomplished in the case of an individual who is working toward a definite objective.

Most of this article has been directed toward the school rather than the camp, day class or community center or playground because that is where most of my experience lies. However, I can see no difference between a photographic program in these and one in a school.

Let your camera radiate in every direction—from the arts and craft activities to music, swimming meets, dramatics, nature lore, sports, trips, and even the work of the camp doctor, nurse and dietician. What you do with your beginners, and the amount of planning you do, will coordinate fun and real camera achievement.

The pinhole camera is an excellent means of beginning a program related to picture taking when few have cameras of their own. Have a sample ready to show the group before you begin the making of one. There will be a few skeptics who will think this cardboard box, with a pinhole in the front and film at the back, cannot take a picture. Keep a few pictures on hand, too, that you have taken with this camera and pass them around for inspection.

Supply yourself with a lot of stiff cardboard (railroad board is excellent), some number ten sewing needles, metal brads or round headed paper fasteners, thin black paper, gummed tape, glue, cutting tools, rulers. Then go to work. Construct three separate parts for this camera: an inner section open at both ends and two outer sections, both open at one end and closed at the other. These two sections become the front and the back of the camera. The inner section slips into the front of the camera and is glued in place. The back of the camera is not attached, but will be removable from the inner section each time film is inserted or removed.

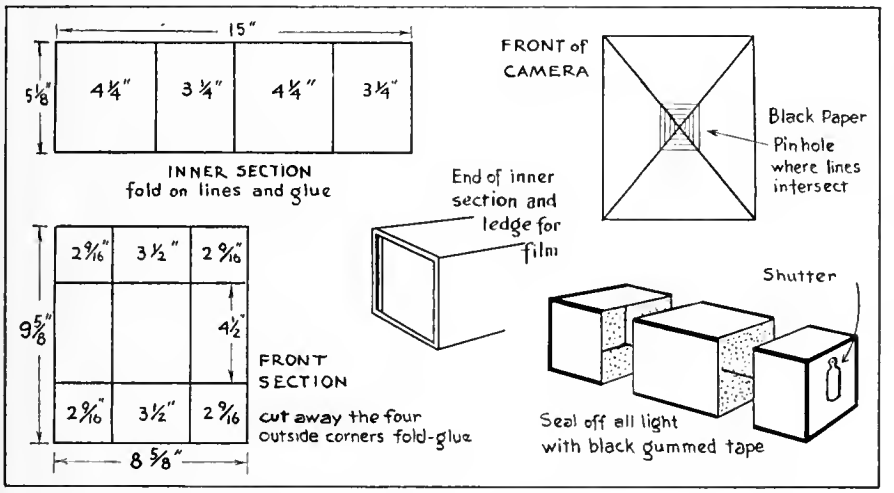
Let's make the inner section first. With a ruler measure a strip of cardboard fifteen inches long and 5⅛ inches wide; divide into four parts, the first and third being 4¼ inches and the second and fourth being 3¼ inches. When these sections have been folded and brought together, glue and reinforce with black gummed tape. They now form an oblong or open rectangle. One end is later glued to the front section of the camera; the other end left to insert into the back of the camera. This end of the shell will

also carry the film, which will be 3¼ by 4¼-inch cut film.

For a ledge or resting place to hold the film, cut several pieces of cardboard about ½ inch wide and glue them together, one on top of the other. Glue these into the shell about ⅛ inch from the end.

Now, for the front of your camera measures 4½ by 3½ inches, as do the two corresponding slides. These two 4½ and two 3½-inch sides are folded in toward the oblong, glued and reinforced with tape.

On the front of this section, draw diagonals or bisect from corner to corner to find the exact center. Now, cut out a small square opening about



—using cardboard 9⅝ inches by 8⅝ inches, measure off the four sides that will be cut away. Each of these will be 2-9/16 inches. The center oblong one-half inch or so. Over this, paste a thin sheet of black paper. When this is done, draw the diagonal lines on through or over this black paper, and where they intersect, you have the center. This is where you make the lens opening or pinhole. Use care if you do not want uneven, ragged edges, which will give excessive diffusion if you are not exact with this operation of the needle.

The placing of the shutter on the front of the camera finishes this section, and this can be made with an inch strip of cardboard held in place with a brad. Keep it loose enough to move over the pinhole without jarring the camera.

The back of the camera is constructed in the same manner as the front of the camera, and the interior of the whole should be painted black with India ink or dull poster paint. You have sealed off all possible light leaks with tape, your film is in the camera—now for a picture.

Make sure the camera is placed on a solid support and not hand-held during exposure, since even very fast film on a bright, sunny day requires from six to ten seconds to take a picture. If a model is used in the set up, place her seated and leaning against some back support.

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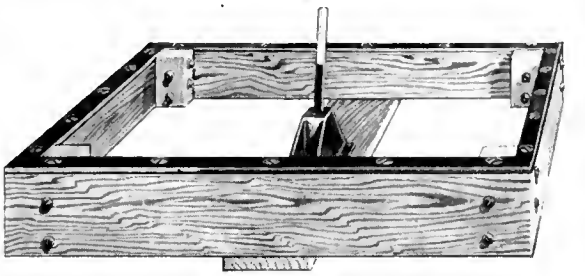

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How to keep children in thei

CHILDREN ARE HAPPIEST when they are doing something. They like to run, jump, swing, slide, climb, balance or hang. But they tire quickly of repeating the same action. This is why filling the yard with mechanical play equipment is no guarantee they'll be happy. Better to stimulate self-activity. So give them things their imagination can work on. Sand and water and stuff easy to move, such as boards, boxes, barrels, ladders and saw-horses, are suggestive and easily adapted to any imaginary situation by any age. They make the back yard a wonderful land of make-believe and children never run out of "something new to do."

Every play yard needs some kind of playhouse. The simplest are best. Imagination converts them into just what the child wants most at the moment.

Pre-school children like to climb under, over and through things, and a back yard is unthinkable for young children without a sandpile; but the older children quickly tire of such activities. So invest in barrels and boxes, or saw up tree-trunks as they do in parks in Stockholm, Sweden. Even simple play equipment can be good in form and design as evidenced by the tree-trunk jungle above and sandbox at right. Youngsters naturally love beauty; expose them to it. They cannot be expected to keep things tidied up always, so install strong ground pattern that keeps the eye from noticing scattered toys. Play yards must be easy to convert to adult use, the sandbox becoming flower bed, for example.

wn back yard

Dr. Joseph E. Howland

This may be a house, store, robber's den or fairyland.

Boys also want pirate ships. A simple affair of old boards, bright paint and a bedsheet sail will do. They would also be excited to get a discarded automobile or airplane. You can screen either off in a corner, and count on years of fun. Girls want a place—maybe just a secluded spot in the shade, under a tree, where they can talk to fairies, stable imaginary horses or just dream. They find something new to do here each day.

Both boys and girls like adult things. These let them imagine themselves doing grown-up work. Give them a bucket of water and a paint brush and they will "paint" for hours—fence, garage or a favorite toy.

Children, in the world of make-believe, forget safety rules. Fence the play yard from automobile movement.

Mother should be able to view the entire play yard without leaving household duties. Seat-wall serves dual purpose – extra seating and protection for flowers. A small slide (about $100) is good investment.

YOU NEED TO PROVIDE:

1. A paved bike run.
2. Something to climb on, preferably trees.
3. Lawn space for tumbling and wrestling.
4. A place to dig.
5. Water to play in.
6. Convenient toilet and wash facilities.
7. Sturdy seating that doesn't have to be pampered or brought indoors when it rains.
8. Dining facilities, preferably including a portable barbecue for easy cooking outdoors.
9. Covered, weatherproofed rainy-day play space.
10. An outdoor dance floor.
11. Raised plant beds so plants are up out of the way.
12. Resilient plants that can withstand accidents.
13. Fences rather than hedges.
14. Scuff-proof paths.
15. An easy way to store play equipment.
16. Complete isolation of play area from automobiles.
17. Sun and shade, cooling breezes, and protection against insects and dust.

From *House Beautiful's Practical Gardener*, 1951.

John C. Orth

ANYTHING that tends to refresh man's mind from the everyday pursuit of a living, anything that encourages people to observe with understanding and to enjoy their periods of leisure and recreation intelligently, is of immeasurable value. On nature trails, much can be learned to make the out-of-doors more enjoyable and understandable to the visitor. With the increased interest in the preservation of our natural resources, as shown by conservation societies, Audubon societies and other wildlife groups, it seems only right that a part of a state park budget should be set aside to build and maintain nature trails and trailside museum units.

It should be the purpose of these "live institutions" to call to the visitor's attention the animal, plant and geological story of the park and its relationship to everyday living. This means going to nature herself rather than to books, classrooms or inanimate museum exhibits. Conservation, a much discussed national problem, cannot be pointed out to better advantage than on a nature trail.

In planning and building such an area, many factors must be taken into consideration. An elaborate and well planned trail only cheats a large percentage of the public from much enjoyment and knowledge of the out-of-doors unless it is easily accessible. While the accepted definition of a nature trail is "an informal path through field and wood, nature providing the illustrations, man the story," this path should be so designed that young and old, and even the physically handicapped, can use it. In other words, a nature trail in a public park should be designed for all the visitors and not just a select few with the agility of mountain goats or the endurance of seasoned hikers. Nor should it be too long for the average visitor, who is not accustomed to extensive walking.

By far, the best situation for a nature trail area is one that is separated from the swimming, picnicking and athletic areas, either by natural or man-made barriers such as streams, lakes, rock formations or roads, with sufficient plant growth to screen other recreational areas if they are nearby. Such treatment will preserve the proper atmosphere. Any area of twenty-five to one hundred acres that meets these requirements and is adjacent to parking areas, bus stops, and so on, is ideal.

Before laying out the trails, planners should carefully map the area, not only for topography, but also for interesting trailside material. Common sense dictates that interesting natural features cannot be brought to the trail, so the trail must be made to pass them. Perhaps an excellent stand of ferns, a fine old tree, an outcropping of rock or a view will put many curves in a trail, but curves are definitely an advantage. It should never be a straight line between two points, but should meander through an area

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and never be unadventurously in view too far ahead. The points where these curves occur should be carefully selected. In this day and age of rush and hurry, the visitor will soon try to make a trail of his own, constantly striving to create that straight line between two points. Heavy undergrowth, blackberry, catbrier, rock formations or even boulders placed at these points, will tend to keep him on the trail, since that will be the path of least resistance. In the overall planning, erosion should be kept constantly in mind. Whenever possible, trails should follow the contour of the hills. Occasionally, existing trails can be used, but the foliage and general natural features are often so worn by use that new trails prove more practical in the long run.

A trail usually goes through two stages. (1) Construction—consisting of clearing it to a width of two to three feet, with all grass clumps, stumps, rocks and other obstructions removed to make walking easy, and the placing of posts and labels where advisable. (2) The initial period of use and study of its popularity. Depending upon popularity, it will have to be widened and improved to handle the increased traffic, or it may need only occasional maintenance.

It is fallacy to assume that maintenance is not necessary on this type of trail, that everything should be left to nature. Experience has shown that if a nature trail cannot be properly maintained, it is far better to abandon the idea. Bridges or wooden walk-ways over streams or marshy areas are not objectionable, but the use of blacktop or other surfacing material on a trail is. When and where necessary, the application of an inch or two of sandy soil on the surface takes little away from the naturalness of the trail, and often helps to level rough spots. The purist would undoubtedly frown on such practices, but a nature trail in a state park is for the public, and one aim should be to make the trails as usable as possible.

It has been said that people should be able to feel and hear the rustle of dead leaves under their feet in the fall of the year. Undoubtedly, this adds naturalness to the trail, but it creates a fire hazard which can be very much lessened by the thorough raking of all trails to create fire breaks in the event of public carelessness with cigarettes, cigars and matches.

Nature trails relating to plants, animals and geology can be planned for any state park, for regardless of where or how they are situated, interesting facts regarding these phases of natural history can be called to the attention of the visitor.

Ecology, a thought provoking subject, cannot be presented to better advantage than on a nature trail. Here are the settings, and the actors are going through their parts. Where better could relationships between the soil, water, plant life and animal life be shown? Directly coupled with this subject is that of conservation, showing how the destruction or depletion of any one of these basic factors can be the weak link which will eventually break the chain.

A nature trail is as good as its labels, for it is along the trail that nature provides the illustrations, man the story, the latter being told by means of the labels. The purpose of a label should be not only to tell the names of things, but to furnish an additional story of interest to the visitor. This should be told in as few words as possible, as it has been found through experience that long, dry statements will not be read. If a story cannot be told in a few words, it is best to continue it on several labels. The one important fact, to be kept in mind at all times, is that each label must be understandable.

In the overall planning of trails and labels, the necessity for protecting the property against the minority of vandals requires: (1) Constructing labels so tough that they are practically vandalproof; (2) Where this is not practical, building cheaply and with a minimum of effort so that duplicate labels can be kept on hand to immediately replace defaced or stolen ones; and, (3) Posting warning signs.

School groups, without proper supervision, are probably the worst offenders. The labels have a definite fascination, for thoughtless boys habitually remove all signs, from "Full Stop" to "Ladies." These are hung on the walls of their rooms, much as a big game hunter would hang his trophies.

Under new system, two colored leaf outlines, squares, circles, or other designs are repeated on trees and shrubs of species.

Apart from this deliberate vandalism, there is the thoughtless variety. It is here that much good, regarding proper park use, can be accomplished. To educate the public in the preservation of all native animal and plant life should be one of the aims of a nature trail. This policy will tend to correct many types of injurious park behavior and will teach people to think along lines of conservation.

Labels, if thoughtlessly written, can encourage vandalism. An example might be, "The spice bush is also known as fever bush and wild allspice. It can be identified by the odor of the leaves when crushed." This type of label is virtually an invitation to people to tear off leaves, crush and smell them.

Three simple and inexpensive types of labels have been

found to be satisfactory on nature trails in Bear Mountain State Park near New York City. All labels are kept small. For out-of-the-way places, where vandalism is hard to detect, sheet iron plates, one-eighth inch thick or thicker, are lagscrewed to locust posts and concreted into the ground. These are painted with a metal primer and then given a coat or two of outside paint of whatever color is most suitable, onto which the lettering is painted, and then finished with several coats of spar varnish. To date, not one of these signs has been broken or stolen, and even the weather has had little or no effect upon them.

The labels are fastened by means of either two-inch No. 8 round head brass screws or three-eighth inch carriage bolts to the three-inch face of two- by three-inch rough cut locust posts, which are concreted into the ground. These posts are a permanent part of the trail and are only used to mark specimens or areas, which do not change from year to year (shrubs, trees, rock formations, and so on). The labels are faced with one-fourth inch tempered pressed wood reinforced on the top and bottom of the back by three-fourths inch by two-inch fir or pine strips. The pressed wood is nailed to the wood strips with one and one-half inch galvanized iron nails, which are long enough to be clinched into the wood strips. Two coats of light gray deck enamel are applied, and after drying, the label is sanded. One or two coats of flat paint are then applied, on which the lettering is done with pen and waterproof India ink. The finished label is then given two coats of clear spar varnish. As these labels are eight inches long and six inches high, very little leverage can be exerted to rip them loose, although a sharp instrument could mar the face. Even with this construction, one is occasionally stolen, or even a few posts uprooted, concrete and all. A lettering brush and black paint is excellent but takes more time than the pen and ink. It has been found a good practice always to have a few dozen blank labels on hand ready to be lettered in case one or more are destroyed or defaced.

Above, view of the animal building, Trailside Museum, Palisades Interstate Park, Bear Mountain, New York.

Left, the Snake Pit. In an area where snakes are fairly common, this can be made an outstanding attraction.

The text of each label is typed on a file card, so that if a label is stolen, it will not have to be rewritten. Each label post, label and file card bears the same number.

For temporary labels, small uniform-sized pieces of hardboard are kept on hand, with a coat or two of flat paint on the faces. These are fastened to wooden stakes and can be lettered and placed where necessary. This type is used mostly to point out annual flowering plants, mushrooms, and so forth.

The color of the label should at all times be in keeping with the surroundings and should be light so that the lettering will stand out, but at no time should it give the appearance of an advertisement.

The placing of the label posts is of importance, for if they are placed some distance off the trail, the visitor will wear an individual path leading from the nature trail to them. At Bear Mountain, placing the post eighteen inches from the trail makes the label hard to read if approached any closer and tends to keep the public on the trail.

In a new system at Bear Mountain, each label has two,

Nature provides the illustrations, man the story. The nature trail is as good as its labels. These must be understandable.

colored leaf outlines, colored squares, circles or other designs flanking the label heading. These same colored designs are printed on small labels three inches by five inches in size and loosely wired to trees and shrubs of the same species. All of these are within easy sight of the lettered trail label. Thus, interesting material not formerly pointed out is now called to the attention of the visitor. The first year this system was tried, the markers were wired to small posts driven into the ground, but the loss to souvenir hunters was so great, that last year only those that could not be loosely wired to the specimens were fastened to stakes. The loose wiring of these markers to the trees and shrubs does no damage, as each fall the markers are removed, the tree and shrub growth not being sufficient to be affected by the wire. The loss through theft was negligible.

Every several hundred feet along the trail, signs painted on flat rocks weighing about sixty pounds read, "PLEASE STAY ON THE TRAILS." Coupled with these are trail labels telling why it is important for the public to stay on the trail. The various reasons given include poison ivy, compacting of the soil, danger to life and limb, trampling.

A trailside museum is an indispensable part of a nature trail and might well be referred to as a covered trail. It is here that material needing protection can be exhibited, and where the story of widely dispersed trail specimens can be brought to a definite and permanent conclusion. It is here, too, that specimens of the small animal life found along the trail can be exhibited and properly cared for. Only local material should be used. This building should be the focal point of the area but, at the same time, should be of such construction as to fit into a natural setting. It should contain an office for the naturalist and possibly a small auditorium where groups can gather for classes, lectures and other programs during inclement weather. Close by, but carefully screened, should be the rest rooms.

Near this building can be placed rustic cages of suitable sizes to house some of the larger local mammals, birds and reptiles. In placing cages, it must be remembered that no animal can stand a full day in the summer sun or a location that is dark and damp without some sunlight. If cages are to be constructed, they should be planned with ample room and good water supply. In an area where snakes are fairly common, a snake pit is an outstanding attraction. If poisonous snakes are found in the region, this should be pointed out, and, if possible, some exhibited in the museum so that all may learn to recognize them. An effort should, of course, be made to exterminate them from the park for the safety of the public.

Poisonous species of plants, such as poison ivy, and poison sumac, should never be left on the edges of the trail. However, efforts should be made to have such plants in sight of the trail with appropriate labels pointing them out, so that people can learn their characteristics.

To operate a good nature trail, there should be a naturalist in charge at all times, and a large staff to care properly for the area and the public. A program of lectures, guided trips and wildlife demonstrations adds much to the interest in the area, and in natural history in general.

A TREE

Ernest V. Blohm

Consider a tree. Standing obedient to nature's code it portrays images, too, of people's recreation . . . spiritual strength in its graceful posture . . . in silence imbuing a deep reverence . . . living harmoniously in a quiet glory with others of its own or other kinds . . . relaxation is expressed in the soft, cool green of its color. . . .

In the shade of trees is found recreation in meditation . . . solitude, dreams . . . and inspired enjoyment in simple beauty . . . wildflowers, sunrises and sunsets, the evening and the morning stars . . . finger-painted cloud formations . . . awe in the thunderheads, cleanness in the rains . . .

Trees respond in a whisper to the wind, echoing the voices of birds, the hunter's baying hound . . . the rasp of swift skis and vigorous crunch of snow shoes, tinkling Christmas bells, the nation's lighthearted singing . . . packsaddles creaking. . . .

The coals of many campfires are visionary in the lacy patterns of a tree's shadow, the glowing of warm hospitality and camaraderie . . . of busy adventure, pioneering and trail blazing . . . exploration . . . boyhood, willow whistles, fun . . . manhood . . . peace. . . .

Intimately allied with trees are sunny days out-of-doors . . . family outings . . . lunch baskets and picnics . . . suntans . . . swimming and bathing . . . clean, rustling waters . . . boating . . . bent pin hooks and sunfish . . . tight lines and splashing fish. . . .

Trees symbolically express the complex responsibility of administrators and superintendents of forest preserves, parks, refuges, and similar areas. Their undertaking is to perpetuate and preserve the natural features of these areas and to make them available for the enjoyment of people. Their work is noteworthy as they keep sacred the public trust bestowed upon them, by thwarting repeated attempts of encroachment resulting from commercial, private or unsound economic motives.

ERNEST BLOHM *is Group Camp Supervisor of the Parks and Recreation Division, Michigan Department of Conservation. Above poem is excerpt from Mr. Blohm's longer work, "Of a Ball and a Tree, An Ode to Recreation."*

A Fast Developing Sport for Camps and Summer Resorts.

Sailing the "SAILFISH"

Harold S. DeGroat and Robert G. DeGroat

"Half the lure of sailing is adventure. Divide the rest between two other universal human qualities—the desire for freedom, and the urge to create—and you have the unshakable architecture that is sometimes puzzling to laymen: a sailor's love of sailing.

"Freedom—it begins the minute you cast loose from the dock or mooring. It is freedom not only in the sense that the visible world is yours. It is escape from the dust, noise, worry and confinement of the city; freedom from the continual complexity and pressure of our life on shore. It puts to rights a great many things that seem so often wrong with us—by restoring peace, perspective and directness to our occupation."*

There are many rewards gained from this sport of sailing, such as self-discipline, resourcefulness and confidence. They develop as natural complements to the adventure of sailing and not from arduous cultivation.

The newly projected sailfish is a bathing suit craft because it is constructed like a surf board, with no cockpit. Actually, it is a surfboard outfitted with a "flip-up" rudder, a center-board, called a "daggarboard," and a demountable mast. When sailing it there is little likelihood of remaining dry. The hull, weighing but seventy-eight pounds can readily be transported on a car-top carrier; and it can be rigged and launched at any beach or dock. In this last feature it surpasses any other type of sailing craft in its usefulness and adaptability to the needs and wishes of the owner. It can carry two persons.

The sailfish is placing the fun of sailing within the grasp of thousands of youngsters in camps and summer resorts because of its low cost. The increased cost of such craft as the "snipe," the "comet" and others, has placed a limit on the spread of the sport in recent years. The new sailfish, therefore, costing well under two hundred dollars, and even less than that if the would-be sailor wishes to purchase the ready-to-put-together boxed materials, is fast catching the attention of camp and resort owners and directors.

* From *How To Sail* by Samuel Carter III, 1936, Leisure League of America, 30 Rockefeller Plaza, New York City.

Techniques Applicable to Sailfish Sailing

Main Sheet Rigging—After trying out the new craft on New York state's Moss Lake, which is nearly oval in shape, three quarters of a mile long and one half mile wide, with gentle winds prevailing but often coming in very changeable gusts, the main sheet rigging was changed from the anchor end at the aft end of the tiller and up through the two pulleys on the boom. This reversed the course of the sheet-rope by changing the anchor end to the outer end of the boom and running it directly downward to a swivel pulley on the top of the rudder end of the tiller, thus making a direct pull downward, or inward and downward, according to the position of the sail. This gave a chance to flatten the sail more readily and also allowed more maneuverability. It also required a special technique of holding the sheet-rope along the tiller with one hand, with the thumb pressing the sheet-rope against the end of the tiller, thus leaving the other hand free to grasp the guard rail or to pull in on the sheet when necessary.

Steering Position—As our campers became accustomed to sailing the sailfish they tended to assume two natural

Harold DeGroat, *former director of athletics of Springfield College, is the director of Town and School Health, Physical Education and Recreation, Newtown, Connecticut, and his son,* Robert, *former Air Force pilot, is athletic director and teacher at Tower Hill School in Wilmington, Delaware. Both are experienced in aquatics and camping.*

RUNNING FREE. Boat is almost ready to go "on the step."

positions aboard the hull of the craft. One, when light breezes prevailed, was that of sitting on the outboard hip with the knees bent and feet toward the stern, thus forming a triangle made by the hip, under knee and ankle. This position seemed to be comfortable and allowed easy body shifting when "coming about."

However, when the wind was fresh we found that the sailor should sit as far to the windward as possible, with the knees bent slightly and the legs extended diagonally forward. This position allowed the greatest use of body leverage while still keeping the feet inboard so as not to create drag. On gusty days the same seat on the extreme windward edge was retained, and the weight changes necessary owing to puffs and lulls in the wind were made entirely with the upper part of the body. The sensitive sailfish requires, under such conditions, a change from a position with the chin tucked between the knees as the wind dies to a full hard lean in the next gust, all in the space of a second or two.

Adjustment of weight fore and aft is also important. We found that a clearance of about six inches between the windward handrail and the forward hip kept the hull in good planing trim.

Care of Craft and Launching—The manufacturers of this new craft advise that the sailfish be taken from the water and not left exposed to the direct rays of the sun. However, dragging it upon the beach or onto a dock can quickly scar the under surface. Many canvas covered canoes are ruined by the sandpaper effect of beaching them on sandy beaches. It is true of this craft, also.

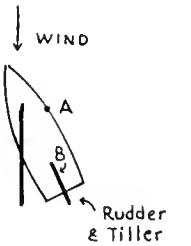
At Moss Lake Camp we devised two racks that took care of four sailfish each and solved the problem of being out of the water but not exposed to the sun. The rack that proved to be the best was placed in shallow water near the canoe or main camp dock. During the day the sailfish could be taken from the rack, floated to the dock and tied while the mast was stepped and the sail prepared for raising. The sail was left on the deck of the hull when not in use. The mast and sails with booms were stored on top of each hull as it was lifted into place on the extended arms of the rack. To keep the sails from mildewing, they were dried before being stowed away.

The rack was placed out of the way of canoe and dock activities. The craft were tied in the lee of the dock, shielded from the prevailing wind. The spaces between each were set to prevent their bumping into one another.

Mounting or Starting Off—We found that the following way of mounting the sailfish preparatory to sailing is the best. First, raise the sail and arrange the sheet and rudder. Second, untie the craft. Third, walk out with the craft headed into the wind to knee-depth, or better yet, to where the daggarboard can be pushed down. Fourth, hold the hull so that it is pointed directly into the wind by grasping one guard rail with one hand and the tiller plus the sheet in the other hand. Fifth, when ready to mount, turn the bow of the boat a degree or so down-wind so that the sail moves slightly away from you and leaves the deck of the craft clear for placing your knee upon it. Now, shove off with your rear foot; assume your sailing position and gradually pull in your sail and you are underway. (See Diagram No. 1.)

The diagrams, Nos. 1, 2 and 3, show relationship of tiller to sail in the turning maneuvers.

Diagram No. 1



Dismounting—When returning to the area for dismounting, we advise the following procedure. As you approach the area of knee-depth water, be prepared to turn the craft directly into the wind and then slide off, keeping the craft pointed toward the wind, so that the sail settles over the center of the hull. Now, back or guide the boat into anchoring position but keep it headed so that the sail maintains its center position. If the water becomes too shallow, pull up the daggarboard or remove it and place it diagonally between the guardrails, where it will wedge itself.

Teaching Sailboat Techniques

Safety Element—Every prospective sailor must be a capable swimmer. Experience in righting canoes and paddling them ashore and other safety instruction is advisable. It

is considered a good procedure to have life-belts worn by those of questionable water ability.

Coming-About—Always face the sail when sailing. When ready to *come-about*, do these things: first, push the tiller toward the sail; second, move your body across to the other side of the craft, and as you do it—third, change your hands on the tiller and sheet, but be sure not to change the tiller position. Fourth, let the sail and boom pass over your head and *fill on the opposite side*. Fifth, now, and only now, move the tiller and steer on your new course. *Caution*, do not move the tiller before this time or you are likely to fail and get into trouble. Sixth, pull in on the sheet and it will start you off quickly on the new tack.

Many new sailors make a mistake of *luffing up* or turning too close to the wind as they approach the shore, and then when they wish to come about, they do not have the headway to execute it. They seem to think that because the shore curves, they also must curve their course to

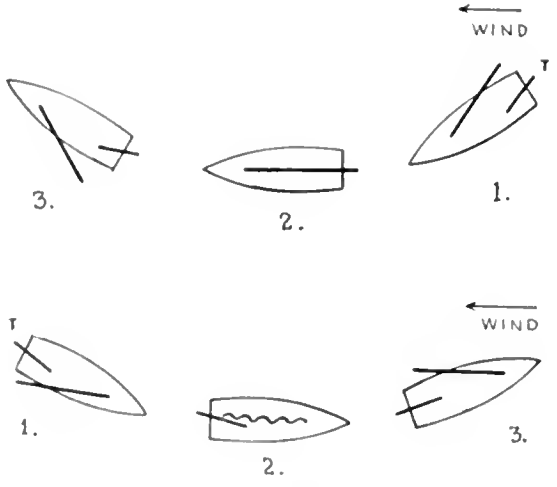


Diagram No. 2

match it. They must be taught to go directly toward the shore without curving and come about when danger of running aground becomes likely.

Careful insistence that the tiller be moved toward the sail—not away from it—protects the beginner against the dangerous maneuver called "jibbing." He must learn to "jib" and know the difference between that maneuver and the usual tacking or coming-about maneuver.

Diagram No. 2 shows the two maneuvers.

Jibbing—We teach both the "controlled jib" and the "bang jib" so that the beginner knows the difference and can use judgment as to which to use. The controlled jib is used in heavier breezes while the bang jib can be used in light breezes when the strain on the rigging is not likely to be overburdensome.

Controlled Jib Maneuver—The controlled jib requires that the sail be pulled in gradually as the turn is made with the stern pointed upwind, while the tacking maneuver is made with the bow toward the wind. In jibbing, the tiller is moved away from the sail. As the sail is pulled in while the craft is turning, it will come back over the stern of the boat until it reaches a spot where the wind coming over the stern will shift to the opposite side of the sail and start to move it forward on the other side of the craft. If the sail is let out gradually, the boat will continue turning to its new course without danger of being knocked down. After the turn has been made, the sailor should move to the other side of the craft, change hands on the tiller and dress the sail and tiller to fit the course desired.

The Bang Jib—We teach this in a light breeze with emphasis being centered upon *the action of the tiller*, the key to success or failure. Failure in this case may be one of several things, such as overturning, or loss of control of

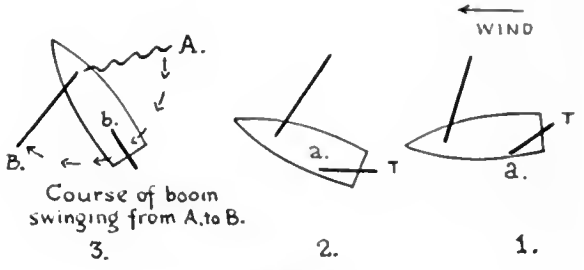


Diagram No. 3

the boat, with either the tiller flopping about or even circling the craft completely around one or more times at high speed.

Diagram No. 3 shows that as the bang jib is started the tiller "T" is thrown away from the sail to "a" and held there until *the critical second* when the wind will cause the sail to flutter just before it will swing sharply across overhead from "A" to "B". This is the dangerous second, when the boom lifts and swings across with a *bang*.

If the tiller is moved quickly to "b" or the center of the craft, as the sail whips across, the "bang jib" will be successfully executed and the power of the wind and the sail will be expended upon the rigging and cause only the bow of the boat to dip forward. Now the tiller is moved back to "a" and the turn completed. The sailor can now move across and face the sail as he dresses the sail and tiller on the new course. *Centering of the tiller* is the key to success.

If, however, the tiller is left at "a" as the sail whips across, the power of the wind and sail will be expended upon the side, or long axis, of the craft and be likely to capsize it or throw it out of control.

Approaching Dock, Mooring or Dismounting Spot—This maneuver is very necessary if the beginner is to be trusted to handle a craft.

Emphasize the following when teaching approaches.

1. Always land on the *lee side*—turn up into the wind.

2. If possible, approach on the side of the mooring, dock or spot of dismounting, according to the position of the sail. If the sail is on the right, approach on the right; if on the left, come in on that side.

3. According to the strength of your breeze—stay *one and one-half* to *two lengths* of your craft away from the side of the dock or mooring as you approach for a landing. This is important in allowing safety margin in maneuverability.

4. To save damage to your craft, dock or yourselves, go the same distance behind the dock or mooring (lee side) before turning upwind, and drift into place. No matter how stiff or light the breeze the craft will slow down and reach the desired spot. Turn the tiller *until the sail flutters over the center of the boat* and then center it and steer to your point of approach.

5. If there is a choice, the corner of the dock is preferred, so if the craft comes in too fast, a slight moving of the tiller can guide it alongside the dock or mooring with no harm to the craft.

Notes for the Advanced Sailfish Sailor—As a position of running free is approached and the wind begins to come more over the stern, the sailor should move his weight farther to the rear to counteract the leverage exerted forward on the mast, which tends to dig the bow in. However, too much weight to the rear sinks the stern too low, destroying the planing properties and causing a greatly increased suction drag at the stern. We found that a constant heel to the sailfish, sufficient to raise the windward corner of the stern free of the water even in the lightest breeze, paid dividends by breaking the suction caused by the flat stern design.

The usual procedure of completely raising the centerboard when running free should be modified when sailing the sailfish, as the lack of draft to the hull will allow a strong breeze to cause a crabbing action. For this reason and for generally greater stability, the daggarboard should be left down about six inches.

The sailfish will get "on the step" in a good breeze. That is, the 'fish will actually plane on top of the water when the conditions are right. Once up, the heel may be reduced and a true down-wind course taken if desired, but this is a very delicate situation and all moves must be sensitive and gentle, or the sailfish will drop back off the step.

Teaching Suggestions

Position of Instructor—The preferred position of the instructor in teaching sailing is always upwind. From here the voice carries readily by megaphone. From here, whether on the dock, in a canoe or boat or another sailing craft, it is easy to reach the down-windward craft quickly if it is in need of help. Choose the area or course that gives the very best safety factor during the teaching sessions.

Order of Items To Be Taught—The following is the suggested order of instruction to be given to sailfish sailors.

1. Terms of sailing, parts of the craft, and a short history of sailing, including the theory of sailing.

2. Launching and rigging the sailfish.

3. Mounting and the take-off—what to do if capsized.

4. Short run across wind, "come-about" and return—over shallow water if possible.

5. Proper return to dismount area and dismount, sail lowering, and anchoring properly and storing upon rack. The dismounting or making dock approaches can be combined with item number four.

6. Tacking Lesson—After learning to steer a straight crosswind course and return over the shallow water, a course should be set that will require *tacking* upwind two or three times to a buoy and return down-wind or on-a-reach. This lesson should cover the proper dressing of the sail at close-haul and the *pointing* of the craft into the wind for the best speed attainable, how to make the turn at the buoy, and the proper dressing of the sail and use of the daggarboard when running down-wind.

SAILFISH TRIPPING. New sport rivals winter ski trips.

7. Triangular Course—After sufficient practice in tacking and steering, the more advanced beginner may be sent on a triangular course with the usual legs, requiring sailing on a *reach*, *tacking* and *coming in on the wind*.

8. Practice Racing Starts—Teaching of the hitting of the *starting line* at the end of three or five minute periods is required next. More advanced sailors can race to a crosswind buoy and back as part of the lesson. The racing rules need to be explained here.

9. Racing over a Triangular Course—This begins to give the sailor the real fun of sailing and also stimulates the desire to learn.

Common sense is the way to interpret the theory of sailing: the rules and theory are quite simple. There will be features about your sailing area that will be peculiar to it alone. Varying types of breezes will allow different tactics on different days. Breezes coming down the lake one day will allow good sailing of certain courses. Breezes coming out of notches made by nearby hills or mountain peaks may alter things entirely on another day. Breezes bouncing off a woody side hill or a huge rock will set up rules of procedure that must be taught when sailing near them. The bounce-back of such breezes will cause changes in the dressing of the sails. These must be understood by the sailors, as well as the fault of sailing too close in the lee of an island and being becalmed.

This sport of sailing is now within the reach of many more young people. Its thrills and opportunities for "freedom" are there to be tasted.

John A. MacPhee

Seven Steps to Easy CAMP COOKERY

Camp cookery can be fun. The novelty of a newly acquired skill, the satisfaction of having created something yourself, and the "provin' in the eatin'" all combine to make camp cookery an enjoyable experience.

None of these cooking procedures are difficult if they are taught in proper sequence. Why not try them yourself, and be at least a few steps ahead of the campers? Confer with the home economics teacher at school, or the camp cook, for ideas on mixing ingredients, greasing pans, testing to see if food is cooked, fast cooking or slow cooking, and so on. You can even practice some of the steps in the kitchen. Be careful with the flapjacks, though, many an enthusiastic flip has flapjacked right onto the ceiling! When the actual instruction is going on, you will not have time to do any cooking. Remember the following points in teaching camp cookery:

It is most fun to cook without utensils. One gets the self-sufficient, pioneer feeling.

And, of course, part of the fun is in the eatin'. Either do not have the sessions too close to regular meal time, or have them *at* meal time.

Some of the *musts* in teaching young campers to cook:

a. *First and last a proper fire is essential.* Skill must be developed in fire-making. This includes selection of proper tinder, finger-thick kindling, and hard or softwoods, according to what is being cooked. And never forget what the wise old Indian said, "White man keep warm by running out and getting heap much wood for big fire. Indian make small fire and sit close." The same rule applies to cooking.

b. *Every camper cooks.* Keep the number of campers, per fire, down to two or three. Four is the maximum.

c. *Have cooking fires in a rough circle,* in a pasture, or grassy area to minimize fire hazard. Supervision is simplified if you, the instructor, stay in the middle with all the supplies.

d. *Never cook without eating.* Do this at the very first session, even if it is only toast and margarine.

e. *Cook close to camp.* There is no need to make drudgery of the food transportation. Also, if you are cooking a meal, and something goes wrong, the camp kitchen is handy for extra vittles to make up for the stew that dumped into the fire, or the steaks that were squashed in the dust when a beginner was looking for the salt, or the dough that was dropped.

f. *Make a game of it.* A little informal competition sometimes adds zest and novelty as well as speeding up the learning process and also gives superior campers recognition. At appropriate times, *after* the basic fire and cooking skills are accomplished, competition might be conducted, such as: Who can build the first fire? Who can boil water first? Who cleaned up the fire place best? Pop this now and then unannounced and observe the improved tidiness. Did each put some green leaves, fern, or long grass over the site of the fire to prove the complete absence of embers or any fire? Who cooked with the least amount of materials?

g. *Rainy days are not lazy days.* Use 'em! Here are some rainy day suggestions:

Wet-day fire building—practice and competition.

Reflector baking at the indoor fireplace.

"Rey" Carlson cooks, indoors, with a No. 10 tin can, by using a "buddy burner." Roll old cloth about three to four inches wide, like a gauze bandage. Place the roll with the edge up in a can, and fill the can with waste fat. When the cloth is saturated, you have the equivalent of a small burner. Now, your tin can cookery may go on regardless of weather, indoors or out.

Preparation of trip menus, emphasizing proper quantities. Every ounce becomes a pound after the first few miles.

Discuss various ways of food preservation, care of perishables when there is no ice, and do not overlook ready-mixes and dehydrated foods.

Discuss and analyze a balanced menu. On the trail, every meal cannot be balanced, but the *daily* food intake should be balanced.

Lastly, why not make the whole course part of a build-up to the first overnight hike. Encourage campers to learn and practice campcraft skills,

AUTHOR, *in recreation division of State University of New York Teachers College, Cortland, has been campcraft director, Camp Winnebago, Me.*

such as tent pitching and ditching or bough-bed construction, so that the first overnight experience becomes a happy climax, composed of the integration of the numerous campcraft skills which have been learned previously. How many times is this first overnight experience an ordeal of nature against living instead of living with nature. Improperly cooked food, uncomfortable sleeping, burned fingers, knife or axe cuts, insect bites, and many other things that happen to the poorly prepared youngster, put a damper on the novice camper. There is no need for this to happen!

So much for the philosophizin'. Here are the seven steps to easy camp cookery.

1. *Kabobs.* Cook, and eat from a stick, kabobs made of meat, onion and bacon. Cut a green stick (thick-as-your-finger) and sharpen the thinner end. Cut your meat (lamb, ham steak or round steak) into pieces roughly one inch square and one-fourth inch thick. Slice the onion about one-eighth inch thick so the rings look like a cross-section of a tree. Cut the bacon in pieces about one inch long. Is the fire ready? Any fire will do for this, as long as you can get close to it. Put a piece of meat on the pointed end of the stick, and push it down about eight inches. Add a piece of bacon the same way, and a piece of onion, pushing them toward the meat. Leave a slight space (about one-fourth inch) between all pieces, to permit even cooking. Continue adding meat, bacon, and onion until the stick has about six or seven inches of meat, bacon and onion. Now, hold over the fire and cook. To eat, merely place two pieces of bread edge to edge, flat on the palm like the covers of an open book, sandwich the bread around the meat by closing it over the kabob, compress securely, and while rotating the stick, pull it out. Salt to taste. Finish with some local fruit or berries, picked, if possible, by the campers.

2. *Flapjacks.* Now for some culinary acrobatics. Encourage the campers to flip 'em. The main trick in the flip, assuming you have a light frying pan, is to keep the wrist flexible. Emphasize the downward dip of the pan, which is the essential preparatory movement for the upward flip. Make the first pancakes small, so that the loss of a few flopped flapjacks will not detract from the fun of flipping. Try greasing the pan with a strip of bacon doubled and slipped between the split ends of a green finger-thick stick about fifteen inches long. The pan is hot enough when drops of water jump around on it. The ready-mix batter should have the consistency of heavy cream. When you see bubbles appearing on the batter in the frying pan, "Let 'er flip."

3. *One-Pot Meal.* There are Irish stews, Mulligan stews, and so on, ad infinitum. We will not suggest any particular one. You cannot go wrong if you fry the meat in fat with seasoning first, and then add cold water and bring to a boil, simmer for an hour or more until tender, then add diced potatoes, onions and vegetables. While waiting, why not add some pan biscuit bread? Use a ready-mix, spread the dough on a greased pan, bake by putting the pan close to the fire at an angle to the ground to bake by the reflected heat.

4. *Hobo Stove.* Much has been written about using the big No. 10 tin can. After the door has been cut (with tin snips) in your little stove, additional holes must be made opposite it and near the top for a draft. Try making the holes with a beer can opener, the kind that punches triangular openings. A nail may also be used. Try fried bacon and eggs on this stove, bacon first to grease the pan. For a real novelty, cut out the center of a slice of bread, making a two-inch opening. Place the bread on the greased heating surface, and drop a raw egg into the opening in the bread. Fry as usual, turning when one side is cooked.

5. *Plank Steak* or *Fish.* The food is nailed or pegged (hardwood peg into softwood plank) flat on a plank. The fire must be hot and high. Use softwoods. Reflect the heat, from a stone or bank of green logs opposite, onto the planked meat or fish. Place the plank at a forty-five degree angle to the ground, close to the fire, opposite the reflector. The reflected heat does the cooking. A pot of tea, or a kettle of vegetables above the fire direct more heat toward the planked food, and will supplement the main course.

6. *Reflector Baking.* Now, we are out of the tenderfoot and burned-finger class. What type of reflector shall we use? That depends on your pocketbook, your skill with tools, or both. Kinds you can make range from aluminum foil on a light wire frame for lightness on pack trips, to a gallon tin can, cut to expose two adjacent sides to the fire. You can also purchase one from a sporting goods company. The proper distance to place the reflector baker is under the spot where the fire starts to "cook" the back of your hand in three to four seconds. Blacken the baking pan (black absorbs heat), but keep the inside of the reflector bright and shiny (shiny surfaces reflect heat). Adjust the reflector, close or away, according to the heat of the fire and the progress of the cooking. What should we cook? Why most anything, from toast to T-bone. Why not try berry muffins? Pick the berries (blueberries, blackberries, raspberries, and so on) and toss 'em in the batter as you finish stirring it. If you want to get real fancy, use two reflectors; cook the muffins on one side of the hot, high softwood fire, and reflect the heat over to a second reflector baker on the opposite side. Both will cook at once.

7. *Roast.* The roast, of three to eight pounds, is the last step. If you are in doubt about the cut of meat, get a cheap cut for the first attempt. Skewer the meat with a wire that extends for about two and one-half feet above the meat. Secure a stout, wet string about three or four feet long to the top end of the wire. Sear the meat to keep in the juices, by holding it close to the hardwood fire. Skewer some fat through the wire at the top, and hang the roast close to the fire, using the full length of wire and string to suspend it. Turn the roast frequently, or wind up the string and the roast will rotate by itself. Catch the drippings in a green bark trough or a pan and baste occasionally with the drippings. Start the roast early. It takes about an hour of cooking time per pound.

Vary the time of the meals: the kabobs at lunch, flapjacks at breakfast, one-pot meal for supper, and keep the reflector meal to use in case of rain. What better motivation is there to good cookery, than eating the results.

Surfacing Under

In a questionnaire sent to recreation and park authorities by the Committee on Surfacing Recreation Areas, a portion was devoted to surfacing under fixed apparatus. It included several questions relating to the playground apparatus area, special types of surfaces under fixed apparatus and opinions as to surfaces that have proved exceptionally good or quite unsatisfactory.

A large majority of the executives reporting have apparatus concentrated in one section of their playgrounds. One hundred sixty-six indicated such an arrangement; twenty-eight did not. One-third, on the other hand, have set off the apparatus section from the rest of the playground by a fence, hedge or curb. Sixty-four reported such an arrangement; one hundred twenty-two did not. Two-thirds of the cases reported the same surfacing under the apparatus as on other sections of the playground. Only seventy-three out of one hundred eighty-four executives reporting on this item have a different type of surfacing under the apparatus.

Types of Surfacing in Use

The information submitted with reference to the types of surfaces under the various kinds of apparatus affords no consistent pattern of use. Many different materials, either alone or in combination, are used under apparatus, varying from concrete to sand and sawdust. Most of the apparatus types have been erected on all kinds of surfaces. Many cities report the same type of surface under all their apparatus, as might be expected from the fact that the surfacing is the same as that on the rest of the playground. Several cities have made special provision for surfacing under specific apparatus types. For example, one with asphalt under its swings and merry-go-round may have sand or tanbark under its slide or horizontal bar. Taken as a whole, the information submitted does not afford the basis for recommended procedure.

TABLE I

Number of Recreation and Park Agencies Reporting Apparatus on Specific Surfaces

Type of Apparatus	Type of Surfacing: Dirt Loam Clay	Sand	Turf Grass Lawn	Asphalt[1]	Sand Mixtures[2]	Gravel and Stone[3]	Tanbark	Sawdust[4]	Concrete	Total Times Reported
Chair Swings	47	39	31	31	22	9	11	4	3	200
Climbing Structure	48	34	27	29	21	8	10	6	2	185
Climbing Trees	25	21	13	6	12	1	1	2	—	81
Giant Stride	36	19	13	8	16	6	2	1	1	102
High Slide	43	49	25	17	20	7	5	6	3	175
Horizontal Bar	41	37	22	14	20	8	6	5	1	154
Kindergarten Slide	40	44	26	15	24	6	11	6	1	173
Merry-Go-Round	54	27	24	21	16	7	5	4	4	162
See Saws	61	29	29	27	17	10	6	3	2	184
Standard Swings	54	41	31	35	25	13	11	5	6	221
Traveling Rings	32	25	13	13	15	2	3	3		106
Others	3	5	—	3	1		2	2	—	16
Total	484	370	257	219	209	77	76	47	23	1762

[1] Includes one cork asphalt and one rubber asphalt mixture.

[2] Includes mixtures of sand with loam, shavings, dirt, gravel, sawdust, tanbark, decomposed granite, etc.

[3] Includes crushed stone, screenings, slag, stone dust, etc.

[4] Includes shavings reported in two cities.

Table I is a summary of the replies, indicating the frequency with which various types of surfaces were reported under several popular apparatus types. It shows a wide variation in practice. The see saw is more often reported on dirt, loam or clay than any other type of apparatus; the high slide on sand; chair swings on turf; standard swings on asphalt, sand mixtures or stone surfaces. Relatively few cities report the merry-go-round and see saw on a sand surface or the giant stride or slides on asphalt. Standard swings more than any other piece of apparatus are consistently reported on all types of surfaces.

Other conclusions with reference to surfaces now in use are:

1. Natural surfaces—dirt, loam, clay—with no special type of surfacing are reported most frequently.

2. Sand, or sand in combination with other materials such as loam, shavings, gravel, sawdust, tanbark, is the special type of surface most frequently reported.

3. Turf or grass ranks third and is reported more frequently under chair swings, slides and climbing structure than under other apparatus types.

4. Asphalt is used more frequently under standard and chair swings and climbing structure than under other types.

TABLE II

Rating of Surfaces Under Fixed Apparatus

Type	As to Safety: Good	Bad	As to Maintenance: Good	Bad	As to Suitability: Good	Bad
Dirt, Clay	28	4	12	14	17	1
Sand	33	4	17	17	20	5
Turf	13	2	9	4	15	1
Asphalt	13[1]	21	36[2]	2	25[3]	2
Sand Mixtures	18		15	3	14	
Gravel, Stone, etc.	6	1	4	1	4	2
Tanbark	16		12	1	11	2
Sawdust & Shavings	6		1	1		1
Cement - Concrete	2	13	15		8	2
TOTAL	135	45	121	43	111	16

[1] Includes 1 cork and 1 rubber asphalt and one comment restricted to swings and see saws.

[2] Includes 1 cork asphalt and one comment restricted to swings and see saws.

[3] Includes 1 rubber asphalt and one comment restricted to swings and see saws.

A Summary

Fixed Apparatus

5. Tanbark, infrequently used, is reported most often under chair swings and the kindergarten slide, suggesting it is used most frequently in areas for young children.

6. Concrete, seldom used, is most often reported under standard swings and merry-go-round, but also under climbing apparatus.

Appraisal of Surfaces

Many comments were received as to the merits of various types of surfacing under apparatus from the point of view of safety, maintenance and suitability for play. It was clear that in commenting on such suitability, a number of executives did not restrict their comments to areas under fixed apparatus.

Table II rates the various major types of surfacing materials from the point of view of safety, maintenance and suitability for play. It indicates that in general the surfaces, ranked according to safety, are as follows: sand, dirt, sand mixtures, tanbark, turf, sawdust, gravel, asphalt, cement. The rank order changes appreciably when surfaces are rated according to ease of maintenance, as follows: asphalt, concrete, tanbark, sand mixtures, turf, gravel, sawdust, sand, dirt.

The following observations are based upon the figures in Table II:

1. More than three times as many good as bad surfaces were indicated, which implies reasonable satisfaction with existing surfaces.

2. The only two types of surface not generally approved, as to safety, are asphalt and cement.

3. The two types most highly rated for safety—sand and dirt, are most frequently rated as bad from the point of view of maintenance.

4. The two types given the lowest rating for safety—asphalt and concrete, are considered most satisfactory as to maintenance.

5. In spite of the bad safety rating given asphalt and concrete, very few cities consider them not suitable for play. In fact, more cities rated asphalt "good" than gave this rating to any other surfacing material.

Comments

Many valuable comments with reference to experience in the use of specific surfaces were made by the executives reporting. As Table II indicates, there is considerable agreement with reference to certain types of surfaces. For example, many workers felt that a sand, clay, loam mixture is best. Opinions differ widely, however, with respect to other materials.

A number of replies stressed the importance of leadership as a factor in reducing apparatus accidents. Others pointed out that instruction in the proper use of apparatus is more important than the surfacing under it. Still others believe that the types and heights of apparatus are of primary importance. Several recommend the installation of curbs around individual pieces of apparatus, or of groups of apparatus, especially where a material such as sand, tanbark, or sand and sawdust is used. A few, on the other hand, believe curbing is unsatisfactory and hazardous. One or more cities are anchoring their apparatus below the ground level to eliminate danger of accidents caused by the footing.

The preceding article records in summary form information in questionnaire replies submitted by recreation and park departments to the Committee on Surfacing Recreation Areas. Information relating to the surfacing of multiple-use areas and dust elimination, also secured through the questionnaire inquiry, will be summarized and published in a later issue of RECREATION. *This article is published as a preliminary statement of findings and not as a committee report.*

JUST OUT

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In view of the current interest in surfacing, a revision of this supplement is now being made available. New bibliography included.

NATIONAL RECREATION ASSOCIATION
315 Fourth Avenue New York 10, New York

Rubber Bases

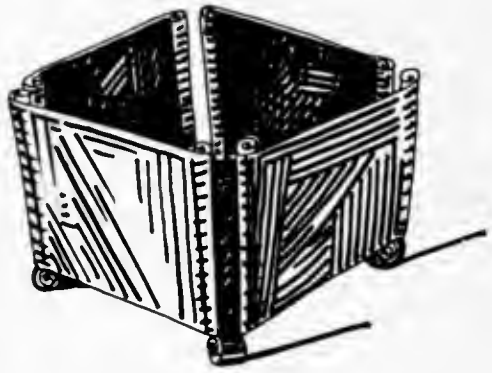
From James A. Sharp, director of recreation in Jamestown, New York, has come a recommendation, based on his department's experience with blacktop areas on playgrounds. They are successfully using a set of all-white baseball bases, consisting of a home plate, three bases and a pitching rubber. Heavy, and made just a little under the regulation size, these were designed especially for playground and gymnasium use. They are easy to move, and if left outside, do not seem to suffer from rain. The recreation department has ordered another ten sets, and the school physical education administrators are considering sets for indoor winter baseball games.

This solution to the problem of finding a suitable base for blacktop surfacing was worked out with the aid of the Mohawk Rubber Company of Akron, Ohio.

How To Do It!

by Frank A. Staples

Nut Cup — *from a tin can top.*

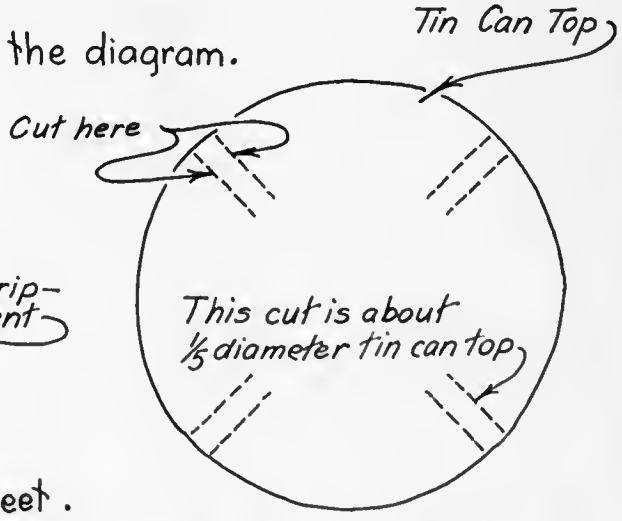


All you need is —

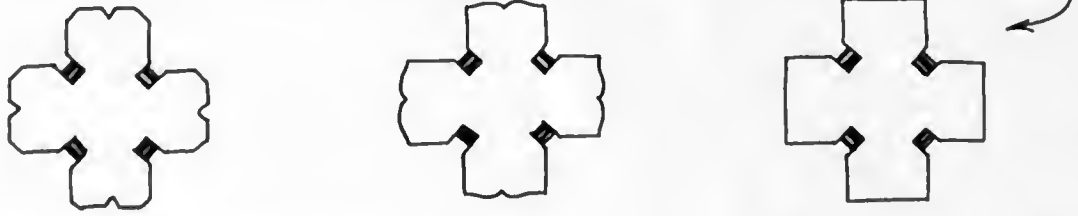
1. *Tin can top*
2. *Tin snips*
3. *Pencil and ruler*
4. *Steel wool*
5. *Hammer*

Method!

1. Mark off tin can top as shown in the diagram.
2. Cut tin on dotted lines.
3. Bend up the four strips.
4. Rub all cut edges with steel wool.

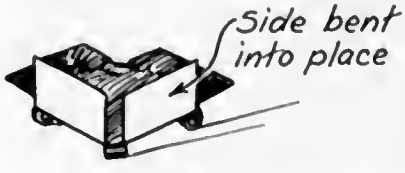


5. Roll the four strips to make the feet.
6. Cut outside edges of tin can top into desired shape and steelwool all cut edges. Some suggested cuts shown below



7. Bend and roll the four sides into position.

Note: *If hammered or lined or scratched surface desired do this before cutting tin.*



Uncle Elmer's STAR BALL

Elmer E. Heft

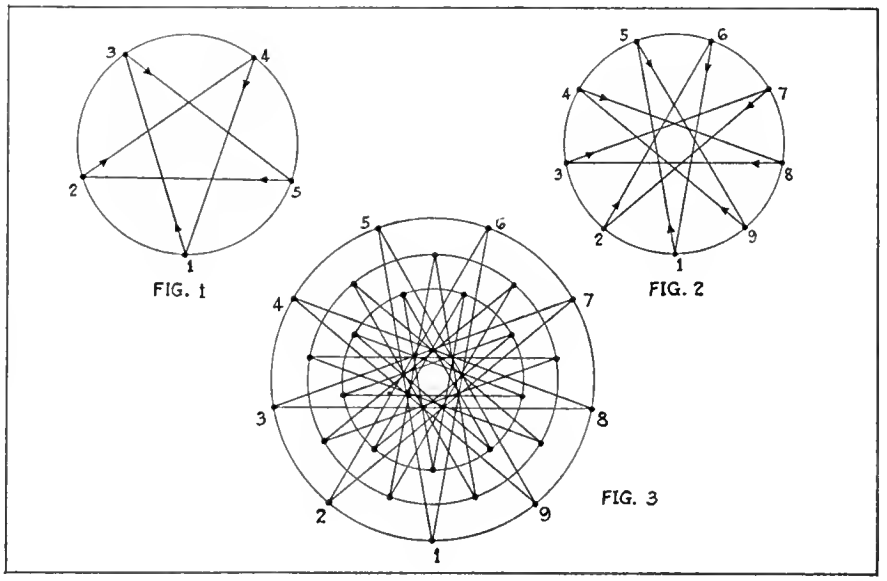
IT WOULD BE impossible to estimate the total number of man hours spent in playing "catch" since the turn of the century. What makes this pastime so interesting and popular? The light exercise is beneficial, and there is a thrill in developing accuracy in throwing and effortless ease in catching. Sometimes ball passing is done consistently with a definite purpose in mind, as in the case of the late Mr. Feller who coached his son Robert to become one of baseball's greats. Many times it is done to escape boredom or to while away an hour or so. Whatever the reasons, the benefits and pleasure derived are immeasurable.

Even with its widespread and lasting popularity, however, merely passing a ball back and forth does not hold interest very long. In summer camps, playgrounds, rehabilitation centers, isolated military bases and on board navy ships, there is a great need for a ball game that is adjustable to the space available and which accommodates varying numbers of players. Star ball fills that need and is a game both children and grown-ups find fascinating. Five players form a circle and throw five balls simultaneously, each player throwing to the second player on his left. Since a player throws to the same catcher each time, the routine is very easy to perform though it looks complicated. "It's a very fascinating game! Why, it can even be played in wheelchairs at rehabilitation hospitals," was the comment of Mr. Harvey Holmes, sports specialist of a New York daily newspaper.

Deviations of star ball routines from the very amusing close range juggling act to the seemingly impossible feat of twenty-seven, thirty-six or forty-five men throwing as many balls over the same area at the same time, provide a new source of entertainment for spectators and participants. The colorful spectacle of a baseball ballet can be produced with the use of painted baseballs or colored tennis balls for pregame exhibitions. If you want to have more fun than a barrel of monkeys in a banana patch, get five people to toss a tennis ball, a volley ball, a soft ball, a golf ball and a football across a circle to five points of a star.

Star ball requires any odd number of players, five or more, positioned as shown in Figures 1 and 2. The arrows indicate the flight course of each ball. When five play, each player throws to the second on his left. When seven play, each player throws to the third on his left. When nine play, each player throws to the fourth on his left, and so on. Positions can be set at random for any throwing distance. A blueprint showing methods of easily locating players in relation to bases on baseball and softball fields can be obtained by writing to Uncle Elmer's. The blueprint also gives directions for laying out playgrounds and gymnasiums and a table of dimensions for locating positions for varying numbers of players at different throwing distances, to suit different age groups. For playgrounds, gymnasiums, service camps and on board ship, discarded tennis balls can be used. Some of the star ball routines can be performed by twenty-seven players grouped in three circles, as shown in Figure 3.

The Warm Up. A simple routine, and excellent for slow warm up for baseball players, is for nine players to start with three baseballs. Players No. 1, No. 4 and No. 7 each have a ball to start. Each ball not only will cross to the points of the star but will also move around the circle. As the arms limber up, more baseballs are added by the coach, who can thus control the throwing pace. Any number of balls from one up to the limit of the ability of the group can be used. By lofting the throws and increasing the distance, nine players can keep eight-



ELMER E. HEFT, *in engineering work since 1926, is active in many sports, and hopes that star ball—which he has originated — may benefit organized recreation. At present he is the owner of a restaurant in Daytona Beach, Fla.*

een baseballs crossing and circling the star. Contests can be staged and records established of the group or club which can keep the most balls in play for a given number of throws. Have one ball dyed or painted red. Player No. 1 starts with this ball and when it is returned to him via player No. 6 the routine is completed.

The Round Up. Nine men converge from all around the outer limits of the field. At a distance of two hundred feet or more they start throwing but keep closing up the size of the circle until the players are only a few feet apart. As they get closer, they loft the throws for a super juggling act. The players can then back away, as they throw, sixty to ninety feet apart, throw the balls briskly for a few throws, and at a given signal reach into their pockets for red baseballs, and on the next throw all red balls suddenly appear. Switch back to the white. Slow the throwing pace slightly and nine players can easily use the eighteen balls, alternating the color on every throw. This differs from the above routine in that the alternate ball is held in the throwing hand until the other is caught. Fifteen players can be used for this routine, or as stated before, any odd number.

The Spiral. A few amusing twists will add to the entertainment aspect. Have a tenth man with a supply of baseballs crouch beside player No. 1 and hand the balls to him as fast as he can throw to player No. 5, or as fast as No. 5 can catch and throw to player No. 9. Start with one red ball and when the tenth man sees this ball coming back to No. 1, he stops supplying the balls and heads for cover. When the red ball is returned to player No. 1 the second time, the routine is complete, or, at this point, player No. 1 can "unload" the star by deflecting the balls off his glove into a receptacle on the ground or held by the tenth man, who wears a mask and chest protector. For comic relief, put two masks and two chest protectors on him. Protected in this manner, the tenth man can stay alongside player No. 1 for the spiral technicolor routine.

Spiral Technicolor Routine. Player No. 1 loads the star with red baseballs. When these are returned to him he drops them in a container and immediately replaces each red ball with a white one which he grabs from the tenth man. Follow the same procedure with blue baseballs, back to the white, and then use the red ones again. Use nine baseballs of each color for this routine, and all players throw simultaneously. Most accurate thrower should be player No. 6 who throws to player No. 1. To avoid collision of balls in the air, players No. 1, No. 4 and No. 7 throw to waist level or lower, players No. 2, No. 5, and No. 8 throw to chest level, and players No. 3, No. 6 and No. 9 throw to top of head or a bit higher.

For further information, write to Mr. Heft, Uncle Elmer's Restaurant, South Atlantic on Ocean Front, Daytona Beach, Florida.

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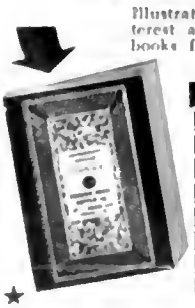

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Summary of the findings of a questionnaire study made at the request of recreation executives attending an NRA district recreation conference.

The Authority to Hire and Fire Recreation Workers

In 1951 the National Recreation Association conducted a questionnaire study of the authority to hire and fire full-time, year-round workers in public recreation departments. The purposes of the study were to determine who has the authority to hire and fire workers, the restrictions on their powers and the legal basis upon which the authority rests; also, to reveal any local attempts to circumvent the constituted authority.

Of the 303 replies, 264 came from agencies which administer recreation, either as a separate function or in connection with park services. These are the agencies that represent approximately ninety per cent of all the year-round recreation departments, according to the *Recreation and Park Yearbook* for 1950. The other reports came from school departments and other types of recreation authorities. One hundred ninety of the 264 recreation and/or park departments that responded are operated by boards; seventy-four are not.

The information submitted by the 264 departments indicates that:

1. In a great majority of cases, boards have unqualified authority to hire recreation executives.

2. Most boards have unqualified authority to hire all full-time workers, but many reported that their superintendents have such authority.

3. The superintendent is more frequently granted the authority to hire and fire other recreation workers in non-board departments than in departments managed by a board.

4. A city ordinance most frequently provides the authority for boards to hire or fire; a city charter commonly gives such authority to other officials.

5. In most cities the authority to fire is vested with the individual or group having the right to hire.

6. Residence restrictions in hiring workers are reported by a greater percentage of departments without boards than of departments operated by boards. Only fifteen per cent report such restrictions on hiring the executive; eighteen per cent, as applied to other full-time workers.

7. Few attempts have been made by an individual or group, in violation of the constituted authority, to interfere with the hiring or firing of the executive or other full-time workers.

Who Has the Authority?

Separate questions were asked concerning the authority to hire and fire the executive and other full-time workers. Analyses were also made for departments under a policy-making board and for those without a board, as well as of the allocation of power to appoint and to dismiss workers.

The Executive. Among the departments administered by official policy-making boards, 143, or seventy-five per cent of these boards, appoint their executives without approval of any other individual or group. Forty-eight of these departments report that unqualified authority to appoint the recreation executive rests with another individual or group, such as the city manager, mayor, city council or department executive (in the case of recreation and park departments). In the others, the authority to hire is contingent upon the approval of another individual or group. For instance, the mayor, the mayor and city council or the city manager must approve the action of the board or commission, or these appointing officials act on the recommendation of the recreation board.

In more than one-third of the departments not administered by an official policy-making board, the city manager has unqualified authority to hire the recreation executive. The city council has similar authority in about fifteen per cent of the departments; other officials in about ten per cent. In the other forty-seven per cent of the departments, the concurrence of another group or individual is required; a common pattern calls for approval of the appointment by the city council. The many variations reported include one instance where four parties are involved in the appointment.

Other Full-Time Workers. Eighty of the one hundred ninety boards have the unqualified authority to employ full-time workers other than the recreation executive. In one-fourth of the departments administered by boards, the superintendent has the authority to hire, subject to the approval of the board. In recreation departments without boards, three out of four superintendents are authorized to hire other workers, either with or without the approval of the managing authority. The recreation executive has unqualified authority to hire full-time workers in about one-fourth of all departments reporting.

In only a few instances the individual or group having the right to hire does not have the right to fire, and the authority for both actions is usually vested in the same individual or group. All of the variations occur in cases where appointments are subject to the approval of another individual or group. For instance, an executive might be hired by a board or city council, subject to the approval of the mayor, but might be fired without reference to the mayor.

In some instances, the hiring and firing authority holds informal conversations concerning appointments with key municipal and civic leaders, even

though concurrence is not required by law.

Legal Basis for this Authority

The wide variety of answers given to this question, and the failure of many recreation executives to make any comment, indicates a lack of clear understanding as to the legal basis for the appointing power. Some answered "none," others referred to civil service regulations and department regulations. Authority to hire and fire is usually assigned in a city ordinance or in the local charter.

The legal basis for hiring and firing full-time workers, in board and non-board departments, was reported as follows:

Legal Basis	Number of Departments Reporting	
	With Boards	Without Boards
City Ordinance	130 (68%)	13 (18%)
City Charter	23 (12%)	22 (30%)
Others	32 (17%)	7 (10%)
No Reply	5 (3%)	32 (43%)

Restrictions

The local residence requirement is the only major restriction on the hiring of applicants qualified by reason of education and experience. About fifteen per cent of the departments report residence requirements for the hiring of the executive, and eighteen per cent report similar requirements in the hiring of other full-time workers. Time of residence necessary varies from six months to three years.

The above figures include departments where these restrictions are either ignored or waived if no qualified candidates are available in the community. Other departments, not included above, indicated that although there were no legal restrictions, the informal policy was to give first consideration to local candidates.

The only other instance reported as a restriction in the hiring of the recreation executive was in a large park and recreation system, which permits only recreation supervisors within the department to take the civil service examination for the position of director of recreation.

Attempts to Interfere

Although several instances were cited where pressures were exerted in the the interest of the hiring or firing of individuals, only three cases were reported of definite attempts to circumvent legal procedure.

In one case, a mayor attempted to fire the executive, when the authority to do so rested with the board. When he discovered this was not possible, he tried to force the executive to resign by persuading the city council to cut the executive's salary.

In another instance, the mayor assumed he had the power to hire and fire employees of the recreation board. Upon taking office he attempted to "clean house," but abandoned his plan when he learned that he lacked the authority to carry it out.

A city manager, in the third case, tried without success to hire subordinate full-time workers, although the city charter specifically granted this authority to the department head.

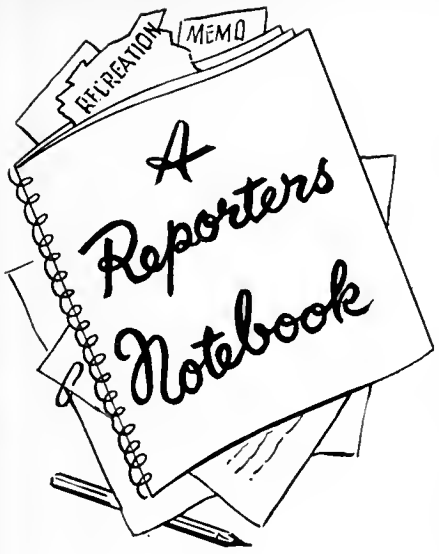
Freedom to make appointments and to dismiss workers for cause, under powers granted by law and without interference from unauthorized officials, generally prevails, according to the information submitted in the study.

RECREATION TRAINING LEADERSHIP PROGRAMS—1952

Continued from MARCH RECREATION, page 578.

Date	*Location*	*For Further Information*
June 20-24	Annual Two-State YMCA Aquatic School, Springfield College	Ray Corbin, Chairman, YMCA, 32 City Square, Charlestown 29, Massachusetts
July 27-August 9	Annual Institute of Folk and Square Dancing, Association Camp, Colorado	D. Ned Linegar, 3012 Maple Avenue, Dallas, Texas
August 3-9	Wisconsin Recreation Leaders Laboratory, Embarrass, Wisconsin	Bruce W. Cartter, Executive Secretary, 314 Agriculture Hall, College of Agriculture, Madison 6, Wisconsin
August 9-23	Drum Major and Cheerleaders Camp, Oglebay Park, Wheeling, West Virginia	Mrs. Elizabeth S. Faris, Oglebay Institute, Wheeling
August 10-30	Opera Workshop, Oglebay Park, Wheeling, West Virginia	Mrs. Elizabeth S. Faris, Oglebay Institute, Wheeling
August 11-21	Religious Drama Workshop, Green Lake, Wisconsin	Amy Loomis, Route 2, Lowell, Michigan
August 15-September 11	National Camp (Protestant), Port Jervis, New York	Denominational Headquarters
August 17-23	Iowa Methodist Recreation Laboratory School, Clear Lake, Iowa	Reverend C. Orville Strohl, 615 Tenth Street, Des Moines 14, Iowa
August 17-30	Eastern Cooperative Recreation School New York State Institute of Agriculture and Home Economics, Cobbleskill	Miss Marcia Dippel, 488 Flint Street, Rochester, New York
August (tentative)	National Folk Camp, Cuivre River State Park, Troy, Missouri	James F. Gamble, Director, 608 Gratiot Street, St. Louis 2, Missouri
August 26-September 1	Folk Dance Camp, Oglebay Park, Wheeling, West Virginia	Mrs. Elizabeth S. Faris, Oglebay Institute, Wheeling, West Virginia
September 21-27	Great Lakes Recreation Workshop, Traverse City, Michigan	Arden Peterson, State College, East Lansing, Michigan
October 8-15	Black Hills Recreation Leaders Laboratory, Box Elder Camp, Nemo, South Dakota	Mary Frances Lyle, College Station Brookings, South Dakota
October (date) or November	Folk Dance Workshop, Lexington, Kentucky	James S. Brown, Rural Sociology Department, University of Kentucky, Lexington, Kentucky
Fall	Industrial Recreation Conference, Purdue University	Jackson M. Anderson, Associate Professor, Purdue University, Lafayette, Indiana

For the list of training courses conducted by NRA staff, see inside back cover.



Continuation of "Here and There" section of former NRA Playground and Recreation Bulletin Service.

DRAMA

The San Francisco Municipal Children's Theatre has brought "Circus Day" to twenty-seven elementary schools. Over twelve thousand children have seen the play, depicting such characters as Jacko, the clown, and his little fat pig, Dinkie Dootle. Most exciting of all to these young audiences is the mock duel between two clowns, with huge oriental swords—cardboard, of course. One of the clowns falls "dead," and when he suddenly comes back to life, the youngsters burst into cheers and laughter.

To parents and teachers it has offered an opportunity to share a new experience with the children, and in the classes, has afforded themes for art work and English compositions, as well as subjects for oral recitations.

From "Circus Comes to School" by Doré Williams.

PERSONNEL

"We urge a more careful selection of only the best playground personnel for the full summer season and also a longer and more thorough training period. The National Recreation Association will provide, upon request, a course of training which has been used with success throughout the country. We recommend that each of these persons employed in the playgrounds be supplied with the 'Playground Summer Notebook.' (Published weekly, twelve issues, beginning April 25, by NRA.—Ed.) This is a dynamic and useful tool for every playground worker. It is impossible to overtrain a playground instructor—it is tragic to have one without training or inadequate training."

From Annual Report of the Board of Education, City of Boston, for 1951.

MOVIES

At last! A well-organized list of 16 mm films! It's called *Motion Pictures on Child Life* and is published by The Children's Bureau, Federal Security Agency, Washington, D. C. Price: forty cents. Sections on Recreation and Play, Juvenile Delinquency, Community Life, Safety, and so forth, will be of special interest to recreation departments. The list is well-annotated, with full information.

FOURTH OF JULY

A mayor's Fourth of July committee planned last year's celebration in Butler, Pennsylvania. Leading clubs, businesses and individual citizens combined efforts to offer exhibitions, parades and contests. *Everything free*—except the baseball game and stock car races. Fun and fireworks, without accidents, were the happy result.

CAMPING

Leaders in camping, conservation, nature and outdoor recreation and education will want to study *Conservation in Camping*, booklet resulting from a conservation workshop, sponsored by the American Camping Association, conducted at Lake Geneva, Wisconsin, in 1951. Available from Soil Conservation Service, U. S. Department of Agriculture, Washington, D. C.

DELINQUENCY

The recreation profession had its responsibility highlighted in a report for 1951 of the Committee for the Control and Prevention of Juvenile Delinquency of the International Association of Chiefs of Police. Rather than the police undertaking to provide social advantages, the report stressed the importance of "getting the existing agencies to help that youngster."

VACATION

Development of western Maryland as a vacationland is proposed by the state's planning commission. A seven year $2,300,000 expenditure is projected for land acquisition, development and construction of recreation facilities. It is expected that a major project of the program will be to broaden the region's economic base and increase employment.

GOLF

Growing out of last year's golf school for adults, sponsored by the municipal recreation commission in conjunction with the parks department, Syracuse, New York, is following an enlarged program of instruction. Eighty per cent of last year's enthusiasts were beginners, the women outnumbering

the men by 99 to 42. This year, enrollment was 214 women and 64 men. The department of parks furnishes their pro, and the recreation commission furnishes a helper and golf clubs, plastic balls and a golf target.

Six lessons are given free, to groups of four in thirty minute periods.

SWIMMING

Enrollment in Oakland, California's "swim to live" classes, where boys and girls eight through fourteen years of age receive free instruction, reached an all-time high last year, topping the previous year by twenty-seven per cent.

PUBLICITY

The film, "Recreation for Everyone," (see May RECREATION, page 88. —Ed.) made by local talent and technicians, as part of Houston's survey and campaign to improve recreation facilities, stresses neighborhood needs, showing existing conditions in contrast to what they *might* be. Since this "grass roots" survey was begun, the people have responded so heartily that the recreation budget has increased thirty-nine per cent. An NRA representative who recently saw this movie highly recommends it.

A story of the older folks in Waco, Texas.

Margaret R. Conger

Their Own Center

On five-acre plot in a grove of trees, oldsters' center is gay with yellow stucco walls, bright green trim and red tile roof.

"Grow old along with me!
The best is yet to be,
The last of life, for which the first was made . . ."

Surveying the field of possible activities as social director for the recreation department, of Waco, Texas, upon assuming her job in early 1950, Angela Peterson came to the conclusion that what was most needed was a center for the older people of the community—the lonely ones with little or no incentive or interest in life.

Fortunately, at that time, several groups of earnest women had the same idea. Church women were becoming aware that the needs of the elderly were not being satisfied locally. The American Association of University Women had appointed a committee to look into the matter.

Those interested turned to Mrs. Peterson for leadership, reasoning that anything done for the aged, should be along the lines of recreational activities. From the beginning, Mrs. Peterson and her capable aides had the idea of providing, for those of advanced years, a place of their own where they could talk together of other days, play together, and work together on projects which appealed to them—projects which they might originate if they so desired.

There was assurance from the start that the AAUW, the Council of Church Women and the Business and Professional Women's Club—to mention only three of many civic groups—would stand by with every possible help in the launching of such a plan.

The committee was able to gain the interest of "all sorts and conditions of men," from the one who could hand out a check for five thousand dollars to those who could not give so much as a penny but would help to the limit of their varying capacities.

Before the organization and election of officers, someone actually did give five thousand dollars, the B.P.W.C. gave fifty dollars and the Council of Church Women sponsored a book review, netting sixty dollars, which they turned over to the fund.

With courage inspired by this material support, Mrs. Peterson called a meeting for organization. Representatives from all agencies were invited; and thirty-eight clubs and orders sent representatives.

The Waco newspaper cooperated fully from the beginning and gave such excellent publicity to the project that the entire community became interested. Enthusiastic support resulted in the fact that the board of directors of the Louey Migel Center for Old People now consists of leading businessmen, doctors, professors from Baylor University, local ministers, society and club women.

The proposition placed before the first meeting was that the Waco recreation department would maintain and operate such a center if the community would provide the building and equipment. As the consensus of opinion was favorable, there was nothing to delay action.

One of the first committees, the location committee, soon found an unused building on the old Cotton Palace grounds—a building which Louey Migel had given many years ago to the retired firemen of the city for a clubhouse. Most of the old firemen had died, but those left, or their representatives, gladly deeded the place to the city recreation department for the newly organized center.

With five thousand dollars on hand, plus a few contributions from clubs, plans for making over the building went forward. One wing will house the activity program, arts, crafts, woodworking, greenhouse and games. The existing central portion will be the focus of operation, with lounge, kitchen, toilets and showers, storage, office and a caretaker's room, while the other wing will contain the auditorium and photographic dark room, which will be shared with the community. There will be a stage, dressing rooms and an auditorium seating two hundred people, with a movable partition so that more than one activity can be undertaken at a time. The drama, lecture, movie and music programs will be conducted here, as well as book reviews and similar projects.

An immense amount of behind-the-scenes work has been

Mrs. Conger, *herself in the seventies, and a business woman, is active in her city's church and civic affairs.*

done: conferences, phone calls, letters, other cities consulted and research undertaken. Mrs. Peterson says of the project, "This wonderful adjunct to our city could not have grown beyond the dream stage had it not been for the marvelous cooperation and very real effort of the many fine men and women, from all corners of Waco, who have seen the need and so unselfishly have shouldered the responsibility of meeting it."

The young people of Waco have undertaken to supply transportation, help with parties, games, tours, group singing, act as hosts and hostesses, prepare refreshments, teach any skill they may possess and volunteer their services in any need that may arise.

Everything was asked for—furniture, cooking equipment, light fixtures, radios, rugs, draperies, books, office equipment, tools, sewing machines, and so on, and the response to this call was truly wonderful. The center is beautiful now. The interior painting, largely done by young cadets from JCAFB, the flying field just out of Waco, matches the draperies—gift of the Business and Professional Women's Club.

Membership of the center cuts across cultural and economic lines. The financially secure widow or retired business-

Opening ceremony drew over 500 visitors despite the heat—103°.

nessman is just as lonely and has just as much idle time as the man or woman living on old age assistance.

Centers should be open daily. Special activities should be scheduled—time for companionship and activities of the individual's choosing, with the means at hand to carry out individual or small group projects.

Older people move at a slower pace, and this should be a haven geared to their gait. Therefore, such a center should be separate from those planned for youth. The pride of the older folks in a place of their own is inordinate. Their center—even its rooms—should not be shared with a lodge or school club.

The Waco center, not far from the heart of the city, is easily accessible by bus or car. It is all on the ground floor level and has at present three or four rooms in readiness for use. With the small funds at their disposal, Mrs. Peterson and her committees have done a magic bit of transformation; and the original plans are being held in readiness for completion, as money is available.

The opening or dedication of the Louey Migel Center for Old People, on July 18, 1951, was a memorable event. Johnny Morrow, the director of Waco's recreation department, who has been actively cooperative in every phase of the undertaking, and without whose capable help it could not have been achieved, made the arrangements.

In front of the center building there are huge trees, and in their shade he had placed three hundred chairs, approximately the number of guests he expected—hopefully. Long before the appointed time these were filled, and Mr. Morrow was frantically sending for more, which, fortunately, appeared before it was too late. Speeches were made to and by the old people, and refreshments were served. All were urged to make a complete tour of the premises, and to register at desk inside. Later reports showed that at least five hundred had attended, and that practically all of these were really older people.

Upon being asked what she had in mind for activities for elderly people, Mrs. Peterson answered, "Visiting, reading, card and table games, listening to the radio or television, group singing, lectures, birthday parties, tours and outings, shows, crafts, active outdoor games such as shuffleboard, horseshoe pitching, quoits, bowling; dancing, devotions, drama, camera clubs, quilting parties and, most of all, the sharing with others of the special skills which all of them have."

What has been done with loving-kindness in this city, can be done anywhere—if good leadership is available. A great deal has been and is being provided for youth, and that is well, for in youth lies our future; but those who have borne the heat and the burden of the day, and whose footsteps are slowing, need the care and thoughtfulness of their community more than do the youngsters who have so many interests and diversions. For this reason, it is most imperative that notice be taken of their needs and such centers as this one provided wherever possible, to restore their personal pride and lift their morale.

The Waco recreation department guarantees maintenance and operation for our center, with the help of volunteer leaders under the direction of one paid employee. It will be open daily, and the only ticket of admission required will be an age of fifty-five or over, and a desire to *live while alive!*

Writing a month or more after the center opened, Mrs. Peterson said: "The success of the center is amazing—and touching. We have averaged better than fifty members daily, and at our old-fashioned fiddle jam session last Thursday night the three hundred fifty who attended had to move into the yard, as they overran the building. It is Christmas every day, for gifts continue to arrive. The women are busy with plans for a fall bazaar and a Santa workshop. They are beginning to spot good voices, as we sing, and plan a mixed chorus of 'over sixties' to serve the community and entertain themselves."

This is the tragedy of civilization—that the end of all our labor and sacrifice has been, for so many men and women, the defeat of that inner life which it was our whole object to preserve.—Joseph Lee

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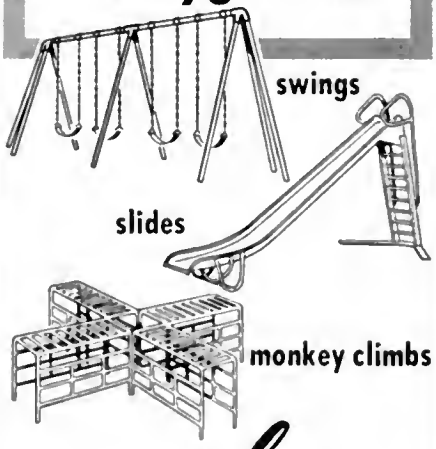

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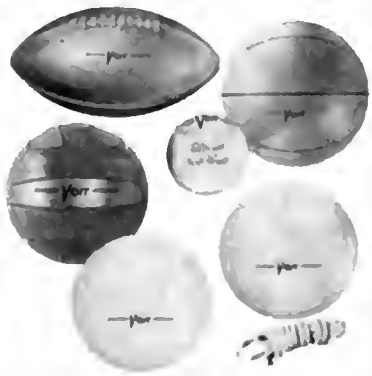

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III. Necessary references

$1.00 *Official Swimming Guide*, National Collegiate Athletic Association. A. S. Barnes and Company, New York. (Annual rule book)

$1.00 *Official Swimming Handbook*, Amateur Athletic Union of the U.S. Amateur Athletic Union, 233 Broadway, New York 7, New York.

$3.75 *The Art of Officiating Sports*, John W. Bunn, Prentice-Hall, Inc., 70 Fifth Avenue, New York 11, New York, 1950, 388pp.

A Playground Swimfest*

Girls	Boys
Age 6 years and under:	**Age 6 years and under:**
1. Best sun tan	1. Best sun tan
2. Best swimmer under water (distance)	2. Best swimmer under water (distance)
3. Best dive (any form)	3. Best dive (any form)
Age 6 – 8 years:	**Age 6 – 8 years:**
1. 15-yard swim, free style (Speed)	1. 15-yard swim, free style (speed)
2. Dead man's float (time)	2. Dead man's float (time)
3. Best dive (any form)	3. Best dive (any form)
Age 9 – 12 years:	**Age 9 – 12 years:**
1. 20-yard swim, free style (speed)	1. 20-yard swim. free style (speed)
2. Umbrella race, 12½ yards	2. Swim under water (distanee)
3. Holding breath under water	3. Sunken treasure
4. Relay, 12½ yards per swimmer	4. Relay, 12½ yards per swimmer
Age 13 – 15 years:	**Age 13 – 15 years:**
1. 25-yard swim, free style (speed)	1. 25-yard swim, free style (speed)
2. Swim under water (distance) holding balloon in mouth	2. Swim under water (distance)
3. Egg and spoon race	3. Watermelon contest
4. Relay, 25 yards per swimmer	4. Relay, 25 yards per swimmer
Age 16 years and over:	**Age 16 years and over:**
1. 50-yard swim, free style (speed)	1. 50-yard swim, free style (speed)
2. Fancy diving	2. Fancy diving
3. Crew race (speed)	3. Tilting contest
4. Relay, 25 yards per swimmer	4. Relay, 25 yards per swimmer

* From a Lexington, Kentucky, playground program.

(Fold Back)

Recipes for Fun

Swimming and June go together, like potatoes and gravy. Here is an outline of the things you must remember when you organize a community swimming meet. Taken from a Georgia Recreation Society panel on Swimming Pool Operation. October 1950, it was prepared by Edward J. Smyke and Thomas E. McDonough, Emory University, Georgia.

CHECK LIST
For Swimming Meet Administration

PRELIMINARY REMINDERS

A. Entry blanks to all interested parties, with a follow-up letter of invitation from the sponsoring organization.
B. Development of a mailing list for future events.
C. Purchase of awards, medals, ribbons, trophies.

I. UP TO WEEK BFORE THE MEET

A. Personnel
1. Officials
( ) a. referee
( ) b. starter
( ) c. clerk of course
( ) d. timer
( ) e. finish judges
( ) f. judges of lanes, turns
( ) g. diving judges
( ) h. scorer
( ) i. diving scorer
( ) j. announcer
( ) k. head diving judge
2. Additional personnel
( ) a. ticket sellers and takers
( ) b. ushers
( ) c. scoreboard operator
( ) d. public address system operator
( ) e. lost and found director
( ) f. program distributors
( ) g. runners for timers and judges
( ) h. equipment director
( ) i. meet physician
( ) j. custodian

B. Equipment
1. General Needs
( ) a. clearance with pool officials
( ) b. proper temperature
( ) c. proper water level

( ) d. engineers record of pool length
( ) e. electrical needs
( ) f. decorations
( ) g. concessions rights
( ) h. public address system, records, record player
( ) i. prepare necessary forms and blanks
( ) j. seating arrangements for spectators
( ) k. benches, tables, awards stand for pool deck
( ) l. signs printed for specific areas on deck, in stands
( ) m. roped off areas
( ) n. printing of tickets, ticket booth
( ) o. national ensign and standard

C. General

1. check on sanction ( )
2. notify officials as to date, time, and place ( )
3. capacity in which each official is to serve ( )
4. officials with whom they are working ( ), and how they are to dress ( )

II. UP TO DAY BEFORE THE MEET

A. Personnel

1. Officials
( ) a. recheck to see that all will be on hand
( ) b. arrange for briefing of untrained personnel
( ) c. appoint head personnel and identify
2. Additional personnel
( ) a. brief ushers, ticket takers, runners, police
( ) b. brief program distributors

B. Equipment

( ) a. recheck all needs
( ) b. recheck clerical supplies, pencils, forms, clip boards, entry lists for announcer, clerk, referee
( ) c. check table arrangements for meet officials, press
( ) d. recheck dressing facilities and arrangement

III. DAY OF MEET

A. Personnel (at least one hour before the meet)

1. Officials
( ) a. meet with officials, distribute forms
( ) b. introduce runners
( ) c. head judge and head timer properly identified
( ) d. all officials at stations
( ) e. all officials familiar with procedures
2. Additional personnel
( ) a. public address operator
( ) b. all ushers and ticket takers and their stations
( ) c. meet physician on hand
( ) d. registration official present
( ) e. pool operator and work crew present

B. Equipment

( ) a. starters gun with blanks
( ) b. stop watches
( ) c. rule book
( ) d. whistle, starters megaphone
( ) e. diving flash cards
( ) f. lane markers, starting blocks
( ) g. finish line and holders

IV. IMMEDIATELY AFTER MEET

A. Clean-up

( ) a. return or replace all equipment
( ) b. file all data
( ) c. wash down pool deck

B. Report

( ) a. record for future reference all outstanding performances, records broken, newspaper clippings, and notes on future meets
( ) b. whenever possible mimeograph results for distribution to participating groups
( ) c. prepare financial statement after all receipts have been collected
( ) d. record information on time involved in conducting actual meet, make note on possible speed-up

(Fold Along This Line)

ADDITIONAL INFORMATION on the Conduct of a Community Swimming Meet

I. Preliminary Planning

A. Cooperation with and sanction by the A.A.U. insures the swimmers and divers of strictly amateur competition. Registration of the athletes can be handled on the day of the meet. Travel permits should be collected before the actual start of the meet.

B. Charging an entry fee will eliminate a great deal of paper work at the scratch meeting. The scratch meeting should be scheduled early enough the day of the meet to permit the clerical staff to complete copies of trial heats.

C. Whenever possible the meet should get under way promptly and should follow a definite time schedule.

D. Colored shirts or regulation official's shirts should be provided the key officials.

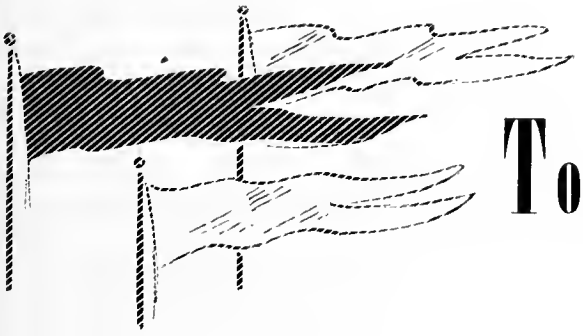
II. During the meet

A. The meet manager should arrange to act as trouble shooter during the contest. His prime objective should be to run the meet without delay.

B. Efficient organization of the runners, recorders, and awards dispensers will make possible the presentation of individual awards immediately after any final event has been swum.

C. Experience has shown that three medals and two ribbons presented to the first five finalists will encourage future participation.

Morty Morris



Tournament tips

ONE OF THE greatest stimulants to any recreation or athletic program is a well organized, smoothly-run tournament. Unfortunately, too many directors of intramural and recreational programs constantly hold loosely organized, generally unsatisfactory tournaments, without ever realizing that their own lack of good administration has been the chief cause of failure.

In analyzing the steps essential in running a good tournament, we can easily divide the tournament into the three phases of before, during and after, with the added important factor of publicity. We, therefore, can plan our entire tournament under four basic headings.

1. Planning and Organization
2. Period of Competition
3. Post Tournament Period
4. Publicity

Under step one, we survey the area from which we will draw our participants. It is important that the competitors be equally balanced if possible. Nothing kills a tournament faster than unequal competition. This can be controlled through the tournament rules, which will vary according to local conditions.

Next, all dates involved must be checked and cleared. Not only must playing areas be free, but the time selected must fit the participants' schedule. A bowling tournament for professional men would hardly be appropriate for a morning hour, nor would a basketball tournament for high school boys be sensible for nights during exam week.

Entry blanks, team list sheets, rules and whatever other paper forms are needed must be prepared well in advance of the first announcement. By the time the contests are first publicized, everything should be ready to slide into a smooth, well-directed pattern.

It is important that all rules be definite and clearly stated. Most important, no concessions should be made at any time. The tournament rules must be simple and concise, yet so complete that they present neither special conditions nor compromise. If a compromise becomes necessary, it proves that the rules drawn up were inadequate.

To emphasize the importance of the *no concession* rule, let me cite two instances where tournament managers tried to be good fellows by giving a team or an individual a break through some concession.

In a Westchester community a recreation director made two mistakes. First, he permitted one team to enter a basketball tournament a day after entries were scheduled to close. It seemed a good idea to give the youngsters a break, and it also gave him two full brackets, eliminating any byes. Second, he failed to collect entry fees from all teams at the set date, before the beginning of play.

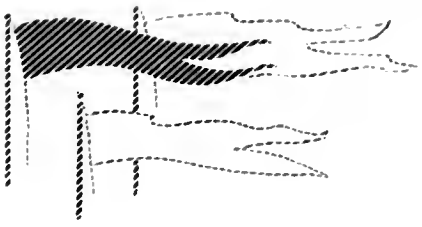
Unfortunately, the late registering team won the tournament, and in no time at all the entire community was in an uproar. The losing finalist team protested, tempers grew hot, the director was accused of showing favoritism, all teams defeated by the winners joined in protest and everyone remotely concerned took one side or the other. Antipathies were created, and all the youngsters in the city had box seats at a violent session of poor sportsmanship. Morale took a definite nosedive.

Error number two found three of the eliminated teams delinquent in paying their fees, and finally, the director had to dig into his own pocket to make up the difference, so that the expense of tournament trophies could be met.

All in all, the recreation group was put in an embarrassing situation and given a black eye for their well-intentioned work. Community dissension was created, friendships dissolved, weeks of work with youngsters were lost, and the next tournament was overshadowed by gloom of the fiasco.

Another case concerned an honest effort to bolster a weak team in a round robin tournament in a small New Jersey community. To stop the point slaughter, the league director allowed a team that was definitely out of the running to use a boy over the age limit. The boy was not good enough to play in the next age group, and the director figured he could kill two birds with one stone, strengthening a weak team and getting into action a lad that would otherwise be left out. Within hours he was deluged with pestering boys who were in the same position. Each team in the tournament, except the club benefitted, protested bitterly, and even parents entered the controversy. Finally, hiding behind a disciplinary upheaval of his own

AUTHOR *is director of recreation, Croton-on-Hudson, N.Y.*



creation, the director cancelled all play, while confused and amazed at the boys' apparent lack of sportsmanship.

It is wise, therefore, to be sure your rules cover all emergencies, and then be sure you are man enough to stand by your guns.

Tournament Tips

In lining up the tournament, it is wise, also, to prepare a general schedule sheet and several daily schedule sheets, with hours, locations and other pertinent data included, leaving only team names to be added after the draw has been completed. Naturally, all areas to be used are reserved, and all officials, plus a few substitutes to cover emergencies, are definitely assigned. These finished schedules should be distributed to all persons involved and advertised through every publicity media. The draw itself should be made as publicly as possible.

Finally, all score sheets and rule books should be ready for use. Awards should be obtained and displayed as ostentatiously as possible.

Publicity throughout all three phases of the tournament is essential. Often tournaments are made, or broken, through the amount of effort, or lack of it, expended in the direction of effective propaganda. There are many outlets for a good publicity campaign—radio, TV, speaking engagements, newspapers (local, area and school), bulletin boards, flyers, personal contact by mail and phone and, best of all, enthusiastic word of mouth.

Good publicity includes advertising through all the above media. Pictures, both on bulletin boards and on the printed page, are hard to beat. Mimeographed schedules, entry blanks, and announcements distributed well in advance of final dates are all a part of good publicity. Past histories of other tourneys provide good background material, and there is nothing better than a growing tradition to keep up interest in a moving activity.

While the tournament is in actual progress, be sure that the playing fields are in the best possible shape, with the lining and polishing done as though for international championships. It is amazing how a professional looking playing area can improve both the play and the attitude of a boy who is used to a rocky, unkempt sandlot.

Have all officials ready and prompt. Like the field or gym, be sure they are dressed for the job. Whatever paper work or checking must be done should be handled as quickly and effortlessly as possible. Above all, avoid irritating delays. Keep the whole show on schedule and moving.

At the close of each contest, check all books and scoring to insure accuracy in records and reporting. Check all the equipment and get ready for things yet to come.

Make full use of publicity. Get the facts spread through each available media. If possible, pictures, pictures and more pictures should be used to tell the story.

Finally, when all play has been finished, put out newsy bulletins of everything that happened. Make the award presentations and photograph your winners and record breakers. You will find men coming back fifteen years later to proudly point out their championship team picture displayed in your recreation club rooms. This is part of the aforementioned tradition that can be built up further by keeping individual and team records. For each tournament or league, a separate record of each year's play and an overall record book should be kept, to build up and carry on this tradition.

Lastly, the type of tournament to hold is dependent on several factors—the number of entrants, type of activity, amount of time for conducting the tournament, the playing area, the season, and the age, sex and abilities of the participants. There are three categories—round robin, elimination and challenge tournaments.

The round robin type tourney is handled much like a league. Each team plays every other team, giving each club the same number of games. At the end of the round robin, the team with the best average is declared champion.

In elimination tournaments, an impartial drawing can be made, or if team strengths are known, teams may be seeded to avoid the strongest teams eliminating each other in the early rounds. With an eight team tournament, like the one listed below, seeded teams would be placed in the following slots: the two best teams would be *one* and *eight*. The next two teams would get slots *four* and *five*. This insures close matches for both the semi-finals and the final round. In a single elimination tournament, one defeat finishes a team.

Should the entrants number fewer than four or fewer than an even multiple of four, it is necessary to have byes. These must all come in the first round. With more than four but less than eight teams, byes should be placed in the following slots in the order listed: Slot *two*, slot *seven*, slot *three*, slot *six*. With a tournament of many brackets (four teams constitute a bracket), byes and seeded players are divided equally throughout all brackets.

The consolation tournament is a type of elimination tournament in which losers play on for the consolation championship and are not eliminated until they have been twice defeated. Seedings and byes are handled as in regular single eliminations. On the playing chart you will notice that winners move to the right and losers move to the left. At the semi-final or field-of-four level, the losers not only move to the left but are shifted to another bracket. This helps to prevent the same two meeting again and having one man beaten twice and thus eliminated by the same opponent. The unbeaten player or team, as in the single elimination, is declared champion, and the once beaten finalist to the left is consolation champion or runner-up.

A double elimination is handled in the same way, except that the runner-up is given a chance to play the unbeaten man twice, while another loss will eliminate him from the tournament.

Challenge tournaments are of two major types, pyramid and ladder. These are especially well adapted to individual activity games and will practically run themselves once organized. In the ladder tournament, names are placed vertically in any order on a peg board. Challenges made to either of the two people above must be accepted. Following the match the winner and loser exchange places on the board with the winner taking or keeping the higher of the two positions. Two places is the highest one can challenge.

In the pyramid tournament, challenges can be made only to the row above. Therefore, the one in row seven on the peg board must challenge and defeat the one on row six before getting another chance to move higher. Anyone not on the board, in either type of challenge play, may get on the board by challenging and defeating the person or persons on the bottom rung.

Paddle Volleyball

Grace Arnold, women's director of the Ypsilanti, Michigan, recreation department, writes that the following game has been used successfully by a group of adult women for the past two years, and that it will be tried on the playgrounds this summer.

Equipment: Wooden paddles for all players (paddle tennis paddles may be used), one tennis ball and net.

Court: Twenty-five by thirty feet with three-foot net across center.

Players: Any number may play, nine to a side is good. Players arrange themselves in rows, as for volleyball.

Serve: Ball is served from right-hand corner, but may be returned by any player on the opposing team. One "net" ball is allowed on the first serve. Thereafter a "net" ball is "side out." One assist is allowed on the serve.

Points: Score when serving. Game is twenty-one points.

Play: After the ball is in play, it may be hit once by as many as three players on a side before it goes over the net. "Let" balls are played as good balls. Ball may be hit before it bounces, or after having bounced once.

Side Out: A side is out when it fails to return a ball, knocks it out of bounds, when more than three players on a side have hit it, or when one player hits it more than once. Players rotate.

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PLAYGROUND
summer notebook

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Recreation MARKET NEWS

Baseball

The 1952 "Famous Slugger Year Book" and "Official Softball Rules," published annually by Hillerich and Bradsby, are available from your sporting goods dealer. The former is made up of sixty-four pages of baseball pictures of 1951's outstanding sluggers, records, hints on how to bat and other highlights of the past season. Included is an article entitled "Batting Fundamentals" by Lew Fonseca, former American League batting champion.

Perma-White

Radiant Manufacturing Corporation, 2627 West Roosevelt Road, Chicago 8, Illinois, has announced a new process for projection screens that retains the whiteness and brilliant reflective qualities of glass-beaded screen fabrics, for a guaranteed ten-year period or longer. The manufacturer claims "Perma-White" is washable, flame and mildew proof, adaptable to any climate.

Pliatex

The Pliatex Mold Rubber Kit, put out by Sculpture House, 304 West 42nd Street, New York City, allows even the inexperienced to make their own rubber molds a new easy way. The kit contains a half pint bottle of Pliatex mold rubber, paste, filler, casting plaster, separator fluid, dividing brass, a Duron plastic modeling tool, applicator brush and brush cleaner, and a complete illustrated instruction book. List price, $2.95.

Safety-Walk

"Safety-Walk" is a mineral-coated fabric less than one-sixteenth of an inch in thickness, developed for the Navy to be used on weather decks of ships. The material is waterproof and provides excellent non-slip footing under the wet or soapy conditions of shower rooms, around pools and on diving boards. It is usually applied in six by twenty-four inch pieces spaced not more than two inches apart, or it can be installed in roll form. For details, write Minnesota Mining and Manufacturing Company, 900 Fauquier Avenue, Saint Paul 6, Minnesota.

Hip Boots

Hip-length stockingfoot-type boots that a fisherman can wear all day without fatigue, with form-fitted feet to be worn inside shoes, are made by Seal-Dri Sportswear Company, 2514 Kilburn Avenue, Rockford, Illinois. Made of tough Vinylite plastic, resistant to abrasion and tearing, mould, mildew and moisture, they are available in small, medium and large sizes. They are suspended from the wearer's belt by straps, or fold compactly to fit into a pocket or tackle box. Approximate price, $3.95.

Tintex

Here is a possibility for your arts and crafts classes. Tintex has printed a free booklet of detailed instructions, "How to Make Lovely Flowers and Corsages from Used Nylon Stockings." The cost is trifling. Needed are discarded nylons, a few boxes of color remover and all-fabric dye (at fifteen and twenty cents each), porcelain or agate pans and a wooden spoon for the color-removing and tintexing operations, ordinary copper screening, floral tape, scissors and corsage pins. Inquire for booklets at any dye counter in department, drug or dime stores, or write Tintex Home Economics Bureau, 485 Fifth Avenue, New York 17.

Cykora

Ansco has developed a versatile, medium high-speed, chloro-bromide projection paper called "Cykora." It has a warm image tone, and is available in a new glossy surface, double-weight paper, in contrast grades 1, 2 and 3, in the following standard packages: 5 x 7—25's, 100's, 500's; 8 x 10—25's, 100's, 250's; 11x14—10's, 50's.

The illustration shows the clarity of detail obtained with Cykora GL DW.

Plaques

If you still need to order plaques for your awards at the end of the summer playground season, you may want to investigate the products of Greene-Williams, 7 East 42nd Street, New York 17, New York. Their plaques come in composition, wood, metal, hardboard, glass or plastic, and range from 20 cents per unit to $8.00, and up. Write a description of your needs to the company and they will submit samples.

Water Pick-up Machine

Scrubbing of large floor areas can be made easier by using a water pick-up machine. The American Floor Surfacing Machine Company, Toledo, Ohio, makes an electric machine designed for this purpose. For price and specifications, write manufacturer.

On The Campus

Members of the Student Recreation Association of Minnesota University, a lively group, are busily engaged in carrying out their own student organization program. Activities planned for the spring quarter appeared in the first issue of their new news sheet, and are presented briefly below:

Sandstone State Hospital, April 26-27. This trip will provide an excellent opportunity for those students who are considering the field of state hospital recreation as well as getting rid of some of our incorrect beliefs concerning mental hospitals. You will be impressed by the fine staff which this hospital has. The hospital provides free lodging and food for the two days. For further information, see Lois Lindstrom or Jim Gilbert.

Gillette Children's Hospital, Date to be announced. The recreation director is our own Bud Wennell, who graduated in June, 1948. Bud is running a very fine program, and you will certainly get a kick out of working with the kids.

Campus Carnival, May 2. This is the first time the S.R.A. has had a booth in the show. This year we are putting it on in conjunction with the "M" Club. There will be three acts, of which we think one will be "Little Nell," another a chorus line (naturally), and the "M" Club is keeping their's a secret.

Senior Banquet, May 21, 6:30 p.m., 307, 308, 309 Coffman Memorial Union. This is another "first time" affair for the S.R.A. and we would like to make it an annual affair.

Canoe Trip, May 24-25. This year we are going to drive up to Taylors' Falls and canoe from there to Stillwater. If we can get enough tents, we will use them this year.

Ramsey County Old Folks Home, Date to be announced. We're invited back for a return engagement. This kind of recreation isn't work, it's fun.

Operation Blood Donation. By all means, don't give that pint of blood until we set the date for us all to go down together to the Minneapolis Red Cross. We probably will go down on a Wednesday, during Field Work Class.

Alexandria and Hibbing Workshops, May. John Leslie, Field Consultant of the Youth Conservation Commission will be in Cooke Hall Monday, April 21 and Wednesday, April 24, to interview those people who are interested in handling the two workshops in this area on program planning. These phases should be covered—operation and administration, low organized games, crafts.

Batter Up! All you Joe DiMaggios and Ralph Kiners, join our intramural softball team.

At Indiana University, students do the detail work for the annual Pokagon State Park Conference, such as taking the minutes of meetings and writing summaries of addresses.

Note: If enough news is received from student groups, we shall be glad to establish such a column in RECREATION.—Ed.

ROCKY MOUNTAIN HOBBY ART CAMP
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The furore about hard-surfaced playgrounds

. . . is answered in PARK MAINTENANCE for May—"Bruised Kiddies Lead to Rubber Research." In this issue also: "Urge to Destroy Is Tremendous Cost Factor."

Be sure to read these two typical examples of the constant flow of ideas and methods for better recreation with better maintenance. This issue free with subscription starting in June.

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PARK MAINTENANCE

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Recreation Director
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SQUARE DANCE ASSOCIATES

DEPT. R-9 FREEPORT, NEW YORK

Books Received

All Through the Year. Florence O'Keane Whelan. Hall and McCreary Company, Chicago. (Song Collection) $1.50.

Best Sports Stories, 1952, edited by Irving T. Marsh and Edward Ehre. E. P. Dutton and Company, Incorporated, New York. $3.50.

Boy's Workshop Companion, The, W. Oakley. Greenberg: Publisher, New York. $2.75.

Camping For All It's Worth, William E. Swanson. The Macmillan Company, New York. $2.95.

Do It Yourself! Bernice Wells Carlson, Abingdon-Cokesbury Press, Nashville. $2.00.

Golden Geography, The, Elsa Jane Werner. Simon and Schuster, New York. $3.95.

Picture Primer of Attracting Birds, C. Russell Mason. Houghton Mifflin Company, Boston. $2.50.

Play Ideas and Things-to-do, The Little Child's Busybook of, The Little Girl's Busybook of, Caroline Horowitz. Hart Publishing Company, New York. $1.50 each.

Somebody's Pony, Nancy Caffrey. E. P. Dutton and Company, Incorporated, New York. $2.00.

Stories from Mary Poppins, P. L. Travers. Simon and Schuster, New York. $1.50.

Student Activities in Secondary Schools, Edgar G. Johnston and Roland C. Faunce. The Ronald Press Company, New York. $4.50.

Teens . . . How to Meet Your Problems, John and Dorathea Crawford. Woman's Press, New York. $3.00.

Tim and His Hearing Aid, Eleanor Ronnei, Joan and Max Porter. Dodd, Mead and Company, New York. $1.75.

Toward New Towns for America, Clarence S. Stein. The University Press of Liverpool, Liverpool, England. Western Hemisphere agents, Public Administration Service, Chicago. $5.00.

Where to Sell Handicrafts, Dorothy Glazer. Charles T. Branford Company, Boston. Paper, $1.50.

Wild West Show, Jack B. Crawford. Hart Publishing Company, New York. $1.00.

Wonders of the Seashore, Jacquelyn Berrill. Dodd, Mead and Company, New York. $2.50.

World Series and Highlights of Baseball, The, Lamont Buchanan. E. P. Dutton & Company, Incorporated, New York. $3.95.

Your Puppetry. John Wright. Charles A. Bennett Company, Incorporated, Peoria, Illinois. $2.75.

Pamphlets

Airman—and Your Community, The. Office of Community Services. Special distribution by Headquarters USAF.

American Red Cross, The—A Brief Story. The American National Red Cross, Washington, D.C.

Bike Safety Programs, How to Plan Successful. Bicycle Institute of America, Incorporated, 122 East 42nd Street, New York.

Community School Work-Learn Camp, A. Sponsored by Department of Public Instruction, Department of Conservation, W. K. Kellogg Foundation and Ann Arbor, Bay City and Dearborn Public Schools. Lee M. Thurston, Superintendent of Public Instruction, Lansing, Michigan. Available upon request by school administrators and leaders in youth activities.

Governor's Conference on the Problems of the Aging, Proceedings of the. Adrien J. Falk, Conference Chairman, Sacramento, California.

Handbook for One-handers. Aaron L. Danzig. Federation of the Handicapped, Incorporated, 241 West 23rd Street, New York 11. $.50.

History of Sports. Compiled by The Municipal Athletic Office, Department of Municipal Recreation, Milwaukee Public Schools, 461 North 35th Street, Milwaukee 8. $.25.

Leisure Hours. Luther Johnson and John C. Gill. Bureau of Public Administration, University of Tennessee, Knoxville, Tennessee.

Mobilization Conference for Health Education, Physical Education, and Recreation, report. American Association for Health, Physical Education and Recreation, Washington, D. C. $1.00.

National YMCA Lifesaving and Water Safety Student Handbook. Association Press, New York. $.65.

New Ideas for Later Years. The University of Georgia, Division of General Extension, Athens, Georgia.

Our National Health Problem. Research Council for Economic Security, 111 West Jackson Boulevard, Chicago.

Park Department, The. Robert Moses, Commissioner. The City of New York.

Physical Education Instructor and Safety, The. National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. $.50.

Physical Education in the School Child's Day. Simon A. McNeely and Elsa Schneider. Superintendent of Documents, United States Government Printing Office, Washington 25, D.C. $.30.

Plays and Entertainments, catalogue. Eldridge Publishing Company, Franklin, Ohio.

Plays, Select 1952. Catalogue. The Heuer Publishing Company, Cedar Rapids, Iowa.

Program Planning. National Tri-Hi-Y Commission. Association Press, 291 Broadway, New York 7. $.80.

Programs of the Federal Government Affecting Children and Youth, prepared by Interdepartmental Committee on Children and Youth. Superintendent of Documents, United States Government Printing Office, Washington 25, D.C. $.55.

Recreation for Everyone. Recreation Development Project, Community Council, 1209½ Capitol, Houston 2, Texas. $1.00.

Recreation for Older People in California, edited by Gladys Snyder. Printing Division, Documents Section, Eleventh and O Streets, Sacramento 14, California. $.50.

Recreation Fun for All. Helen Watson. Department of Agriculture, Province of Manitoba, Canada.

Recreation in Industry. Community Programmes Branch, Department of Education, 206 Huron Street, Toronto, Ontario, Canada.

Report for the Midcentury White House Conference on Children and Youth, with discussion guide. Play Schools Association, 119 West Fifty-seventh Street, New York 19, New York. $.35.

Report of Investigations into the Incidence and Causes of Postural Defects in Australian Children. Commonwealth Department of Health, Canberra, Australia.

Rural Recreation Program that Meets the Need. Bulletin number 125. Extension Division, Charlottesville, Virginia.

Safety Thru Elementary Science. National Education Association, Washington 6, D. C. $.50.

Second Horizon. The Welfare Federation of Newark, 1004 Broad Street, Newark 2, New Jersey. $.50.

Service Directory of National Organizations, Affiliated and Associated with the National Social Welfare Assembly, 1951. National Social Welfare Assembly, Incorporated, 1790 Broadway, New York 19, New York. $1.25.

SKI PATROL TRAINING MANUAL. Stanley W. Stocker, Berkshire Industrial Farm, Canaan, New York.

SKI SAFETY AND FIRST AID. The American National Red Cross, Washington 13, D.C.

SPEECHES MADE EASY. Ben Solomon. Youth Service, Incorporated, Putnam Valley, New York. $1.00.

SQUARE DANCE CALLER, THE. Rickey Holden, 835 Erie Avenue, San Antonio 2, Texas. $1.50.

STANDARDS FOR SUMMER GROUP PROGRAMS FOR CHILDREN. Welfare Council of New York City, 44 East Twenty-third Street, New York 10, New York.

STATISTICAL BULLETIN, CONQUEST OF TUBERCULOSIS IN THE INDUSTRIAL POPULATION. Metropolitan Life Insurance Company, 1 Madison Avenue, New York 10.

SURVIVAL IN WINTER. E. Laurence Palmer. New York State College of Agriculture, Cornell University, Ithaca, New York.

TECHNIQUES. Higgins Ink Company, Incorporated, Brooklyn, New York. $1.00.

TEEN-AGERS LOOK AT THEIR TOWN, leaders' guide for conducting a community program, Ann G. Wolfe. The American Jewish Committee, 386 Fourth Avenue, New York 16, New York. $.10.

TOMPKINS PARK YOUTH LEADERSHIP PROJECT, REPORT OF. Brooklyn Council for Social Planning, 30 Third Avenue, Brooklyn 17, New York. $.50.

TRAINING YMCA LEADERS FOR PHYSICAL EDUCATION SERVICE. Association Press, 291 Broadway, New York 7. $2.50.

TRAVELING THE CIRCUIT WITH PIANO CLASSES. Music Educators National Conference, 64 East Jackson Boulevard, Chicago 4. $.50.

UMPIRE'S HANDBOOK OF THE AMERICAN BASEBALL CONGRESS. American Baseball Congress, Youth Building, Battle Creek, Michigan. $.50.

VAGRANT CHILDREN, Problems in Education Series, UNESCO publication number 644. Columbia University Press, New York 27, New York. $.45.

VETERANS ADMINISTRATION HOSPITAL RECREATION PROGRAM FOR NEUROPSYCHIATRIC PATIENTS, THE, B. E. Phillips. Veterans Administration, Recreation Service, Washington 25, D. C. Free.

WALKING, MOUNTAINEERING AND NATURE CLUBS OF AMERICA, DIRECTORY OF. Compiled by William Hoeferlin. Walking News, 556 Fairview Avenue, Brooklyn 37. $.25.

WHEN CHILDREN START DATING, Edith G. Neisser. Science Research Associates, 57 West Grand Avenue, Chicago 10. $.40.

YOU CAN'T WIN, Ernest E. Blanche. Public Affairs Press, Washington. $2.00.

Magazines

BEACH AND POOL. *January 1952*
- Advantages of the "Water Level Deck" Pool, A. R. Matheis.
- Red Cross Adopts New Method of Artificial Respiration.

February 1952
- Check List of Recommended Practices in Pool Operation.
- The Value of Swimming in Rehabilitation, Harold Hemming, Jr.

March 1952
- Supervising the Indoor Pool
- California City Plans Unusual Indoor-Outdoor Pool, Ralph S. Brooks
- Getting Ready to Paint, K. T. Fezer

CAMPING MAGAZINE, *January 1952*
- A Good Basis for Counselor Evaluation, Reverend John E. Ransom
- A Basic Camp Maintenance Calendar

February 1952
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- How to Operate a Camp Bicycle Program
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March 1952
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- Licking Those Weed and Brush Problems, Dr. A. E. Carlson
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- Family Camping—Twenty Year Success Story, Lou H. Smith

THE GROUP, *January 1952*
- A Place in the Sun for the Aged, Florence E. Vickery.

THE JOURNAL OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION. *December 1951*
- How Do You Feel? J. B. Kirkpatrick.

January 1952
- At Home in the Snow, Gunnar Peterson
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- Developing Democratic Human Relations Through Recreation, George Hjelte
- Service to Music, Evelyn K. Dillon
- Why Not "Recreation Education?" A. E. Weatherford, II
- How We Do It

February 1952
- Trampolining, Our Newest Activity, Newton C. Lokern
- A Ski School in Action, Nanette Taylor
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- Everybody Joins in the Fun, Frank J. Anneberg and Darline G. Canover
- How We Do It, Indian Dodge Ball

March 1952
- Backboard Tennis, Paul C. Wilson
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- Recreation in Today's Schools, Karl Kauffman, Jr.

PARKS AND RECREATION, *March 1952*
- Land Planning for Park Use, Allyn P. Bursley
- Layout of Baseball and Softball Diamonds, Lawrence P. Moser
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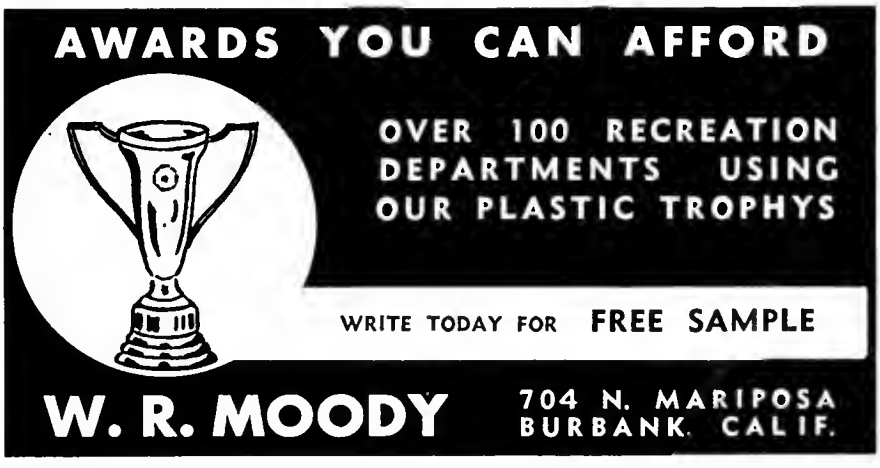
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Covering the Leisure-time Field

Community Planning for Human Services

Bradley Buell and Associates. Columbia University Press. $5.50.

This volume deals with four basic community "problems"—dependency, ill health, maladjustment and recreational need—and suggests procedures for solving them. The thesis is advanced "that the vast networks of health, welfare and recreation services can and should be more effectively planned and organized to prevent and reduce these community-wide problems." In the section on recreation needs, four community-supported recreation systems are listed; municipal recreation, voluntary youth and recreation, federal rural youth and the federal and state parks. However, only the first two are considered in detail. The authors estimate national public recreation expenditures total $30,000,000 to $40,000,000 annually, and that the totals for voluntary youth and recreation agencies "probably exceed $250,000,000 annually." (Expenditures reported in the *Recreation and Park Yearbook for 1950* totaled $269,000,000.)

The authors discuss the transition from private to public responsibility and from philanthropy to recreation for everyone. Some of their statements regarding reasons for this transition seem to be made without awareness of widely accepted facts.

The book, and especially the section on recreation needs, merits careful study. A fundamental question may be raised as to whether recreation needs should be considered in the same category with dependency, ill health and maladjustment. Protection and prevention are central themes. Recreation needs should, rather, be considered as normal, in the same category as education. The major emphasis in the book is revealed by the fact that in the comprehensive ten-page bibliography only a dozen recreation references are listed.—*George Butler*, Director of Research, National Recreation Association.

Growing with Art

Maud Ellsworth and Michael F. Andrews. Benjamin H. Sanborn and Company, Chicago.

In a new series of elementary art books, eight designed for use by the children, plus a teacher's book, titles are priced as follows:

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The material in these booklets is not theoretical. It came from real children in real classes—in Lawrence, Kansas. We recommend that any recreation department interested in vitalizing its arts and crafts program would do well to give a set of these booklets to its leaders in this activity.—*Virginia Musselman*, Correspondence and Consultation Service, National Recreation Association.

Recreation Through Music

Charles Leonhard. A. S. Barnes and Company, New York. $3.00.

Addressed to musical laymen in general, and to recreation leaders in particular, this book discusses the significance of musical activity in the modern concept of recreation, describes the instruments of the orchestra, types of composition and song forms. It gives specific guidance for the recreation leader, how to select a musical program, how to conduct it, how to start a listening program and build up appreciation classes, how to arrange for concerts and recitals, how to assemble a record library with comprehensive and well classified lists of music—these and other problems, even how to choose and care for phonograph needles, are covered. All types of group singing are discussed, with ideas for increasing interest and attendance. There are full, carefully selected lists of song sheets, song books and choral collections. A twelve-page list of repertory suggestions includes action songs, art songs, and folk songs, combined songs or "vocal combats," hymns, chorales, popular songs, songs with descants, spirituals and work songs; also included are a dozen or so standard song books in which most of the titles listed may be found.

Two chapters are devoted to piano and instruments of orchestra and band. The author contends that the instrumental program can be self-supporting, and that it can be handled to satisfy both the beginners and those with private and classroom instruction in music.—*Gertrude Borchard*, Correspondence and Consultation Service, National Recreation Association.

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June, July, August and September, 1952

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	Bear Mountain, New York July 7-10	Joseph K. McManus, Superintendent, Camp Department, Palisades Interstate Park Commission
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	Sheboygan, Wisconsin June 16-19	Howard R. Rich, Director of Public Recreation
	Pittsfield, Massachusetts June 23-26	Vincent Hebert, Superintendent, Parks and Recreation, 52 School Street
	University of Colorado July 24-August 26	Miss Clare Small, Department of Physical Education for Women, University of Colorado, Boulder
	(Miss Seanlon is tentatively scheduled to conduct leadership training courses in the Midwest District, September 8-25. If you are interested in sponsoring a week of training or if you want further information, please correspond directly with Arthur Todd, NRA District Representative, Parkville, Missouri.)	
GRACE WALKER Creative Recreation	Ames, Iowa June 2-5	Miss Julia M. Faltinson, Assistant State Girls' 4-H Club Leader, Extension Service, Iowa State College of Agriculture
	Bowie, Maryland June 16-19	Paul E. Huffington, State Supervisor of Colored Schools, State Department of Education, 2 West Redwood Street, Baltimore, Maryland
	Sawyer, Michigan July 19-26	The Reverend Stanley B. Hyde, Director of Christian Education, The Congregational and Christian Conference of Illinois, 815 South Sixth Avenue, Maywood, Illinois
	Cambridge, Maryland September 15	Mrs. Viola J. Comegys, St. Clair High School
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	Wilmington, Delaware June 16-18	W. Frank Newlin, Recreation Director, 377 City Hall
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Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsors of the courses as listed above.

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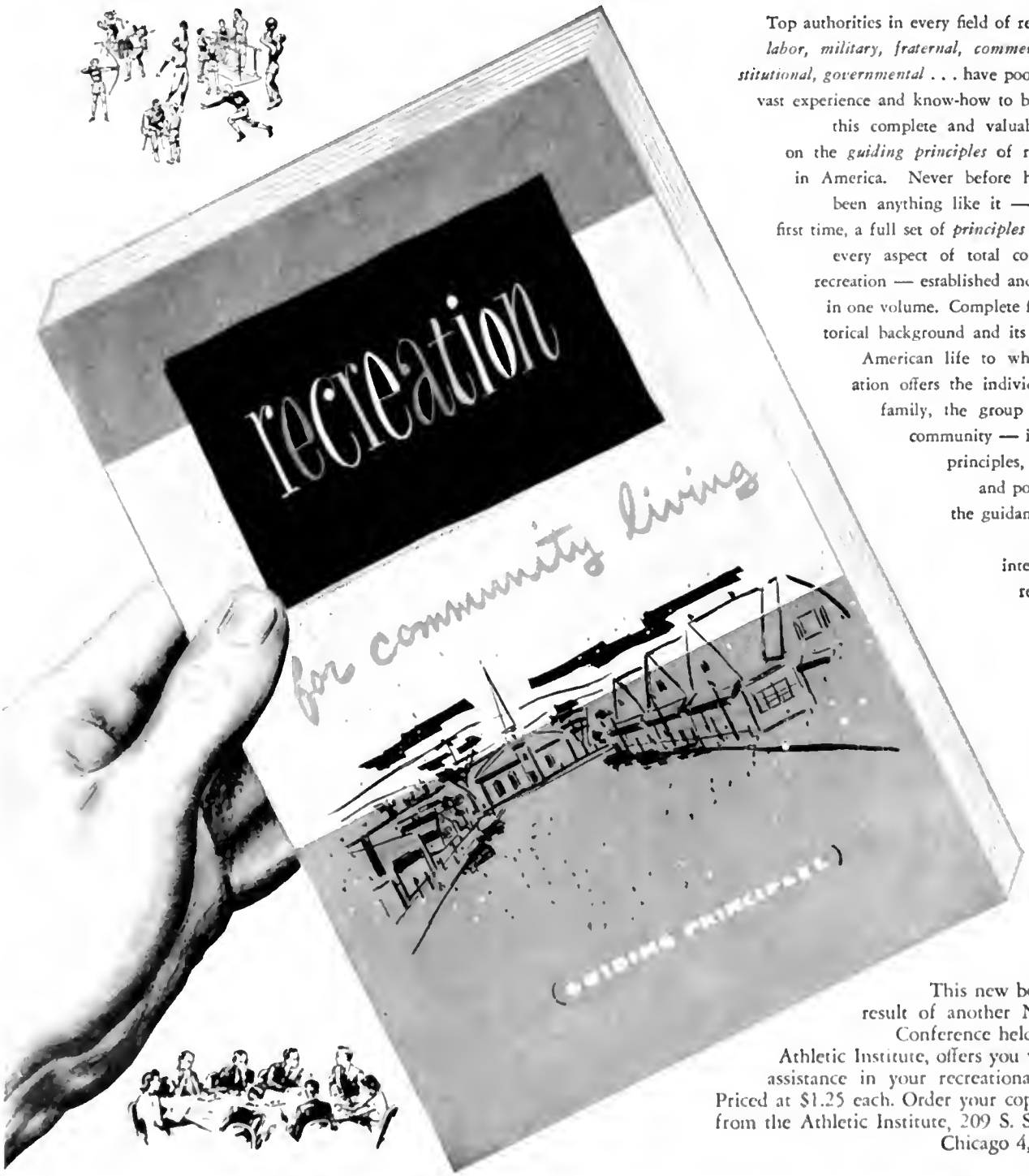
Here are the guiding principles, practices and policies for recreation in America



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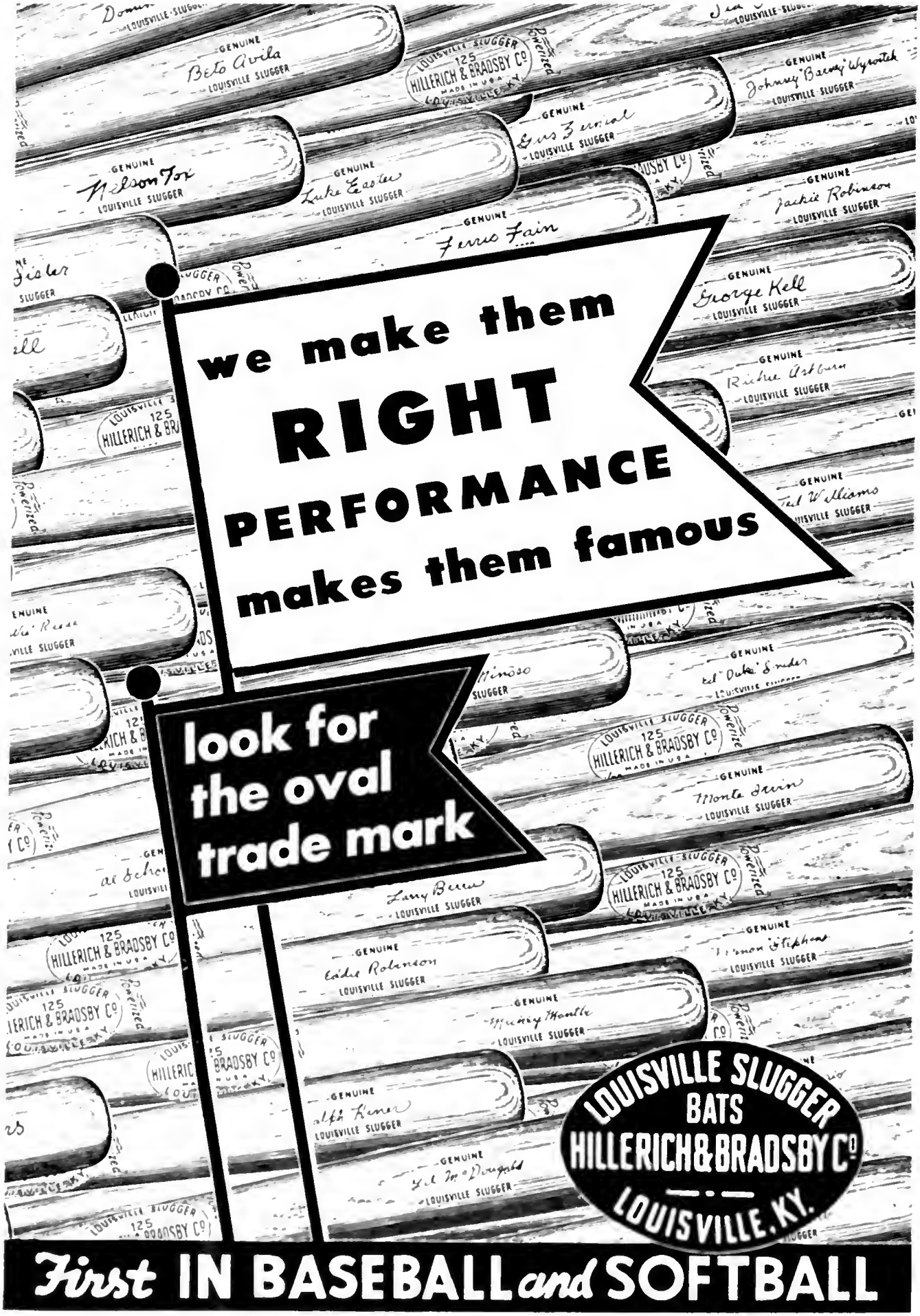
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Vol. XLVI Price 35 Cents No. 4

On the Cover
Cool September evenings enhance the recreation value of friendly gatherings around a fireplace, as evidenced by the contented expressions of these young people toasting marshmallows. Fields and woods now carry the promise of Fall, and boys and girls take their last fling in the out-of-doors before settling down to their studies. Photo by courtesy of Department of Conservation, State of Tennessee.

Next Month
With the crisp air of "bright blue" October comes new vigor and the desire to bring zip to our recreation programs with new ideas and new activities. Watch for this issue of RECREATION, for just the right suggestions. Among the program articles, "Recipes for Fun" will offer specific games for an international party on United Nations Day (October 24); "Radio for Amateurs" will explain how a recreation department revived a lagging program with a new idea; and "Reading Is Recreation" will carry suggestions for Book Week (November 16 to 22). Halloween will receive further attention, and even Christmas planning enters the picture.

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Affiliate Membership

Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safely and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Things You Should Know . .

▸ The Court Case on Blacktop Surfacing for playground areas has been won by the city of Los Angeles. The case grew out of two recent deaths which occurred after falls on hard-surfaced areas. The evidence seemed to point to the fact that . . . how you land is more significant than what you fall on, in determining the severity of injury . . .

▸ The Location and Acquisition of Parks and Playgrounds was one of the subjects discussed at one-day institutes on municipal planning conducted in five Wisconsin cities during March by the League of Wisconsin Municipalities in cooperation with the State Planning Division.

▸ A New Special Defense Publication, *Community Recreation for Defense Workers*, is now available free from the National Recreation Association. This is the third in a series, and a companion piece to *Emergency Recreation Services in Civil Defense* and *Off-Post Recreation for the Armed Forces.*

▸ Errata. In the article, "Blacktop for Apparatus Areas," on page 19 of the April 1952 issue of Recreation, the following correction should be made in the table under point number 9: heading of last column of figures should be changed to read "Number *Not* Installed on Blacktop." This correction will be made on reprints. Our apologies.

▸ A Study of Public Recreation Properties, Program and Interagency Relationships in the city of Philadelphia has recently been completed by the National Recreation Association.

▸ A Recreational Therapy Section of the Recreation Division of the American Association for Health, Physical Education and Recreation, was organized at the April 1952 convention of that organization, "to provide additional opportunities for recreation personnel at public and private hospitals, training and boarding schools for the exceptional and the mentally retarded, rehabilitation centers and camps, to become and remain well-informed on trends and developments in the field of recreation therapy."

▸ Continued Operation of the Michigan Inter-Agency Council for Recreation became assured for the immediate future when the Michigan Legislature, at its regular session, voted the council an appropriation of $11,498 for the fiscal year ending June 1953. The Inter-Agency Council for Recreation was originally experimental, designed to coordinate the services of all state agencies having an interest in recreation, and was supported by funds made available from the W. K. Kellogg Foundation. There are inter-agency committees and councils in a number of states, but Michigan becomes the first state to appropriate funds specifically for an interagency organization.

▸ Proving That Some Communities Are Placing a High Value on Parks comes the news that Johnstown, Pennsylvania, recently rejected a proposal to sell a park tract as a site for a new school.

▸ A Supplement to the Reprint of "A Study of Public Golf Course Operation," from the May 1952 issue of Recreation, explaining the chart in that article, is now available from the National Recreation Association.

▸ A Meeting of the Conference for National Cooperation in Aquatics is scheduled for October 30 to November 1, at Yale University. Its theme will be Leadership in Aquatics. The program will include work group discussions, pool demonstrations and general sessions. One of the work groups will consider principles in planning and constructing swimming pools.

▸ At a Meeting of the School and College Division of the National Safety Council, to be held on October 19 in Chicago, there will be a panel discussion of the subject, Playground Surfacing. This topic will also be discussed at the conference of the American Institute of Park Executives, to be held in Montreal, September 15 to 18.

▸ A National Advisory Committee on Recreation Research has just been appointed and will hold its first meeting at the National Recreation Congress in Seattle.

▸ The Athletic Institute has announced the early fall publication of a booklet entitled: "Recreation for Community Living," which was developed at the National Workshop on Recreation held in May. Some thirty or so outstanding recreation leaders, including a representative of the NRA, participated in the workshop.

▸ A Preliminary Report, *Conclusions and Suggested Principles*, has been prepared by the Committee on Highly Organized Competitive Sports and Athletics for Boys Twelve and Under. This has been sent to recreation and park executives for study, and will be presented for discussion at the meeting on Midget Athletics, at the Seattle National Recreation Congress.

▸ At the National Conference of State Parks, to be held in Rapid City, South Dakota, September 14 to 18, an address will be delivered by Joseph Prendergast, executive director of the NRA, on the subject of Off-Post Recreation in State Parks.

▸ The 6th National Recreation Congress of Japan was attended in August by Tom Rivers, Assistant Executive Director of the NRA, as a representative of the association.

Position Open

The Civil Service Commission of Los Angeles County, California, will soon announce a nation-wide, open competitive examination for the position of Recreation Superintendent for the Los Angeles County Department of Parks and Recreation. It is hoped that candidates with administrative experience in the recreation field will be attracted to this position, which heads all recreation activities of the department. Salary at present is $545 a month.

The examination will be both written and oral, with three distinguished recreation specialists participating in the selection. It has been planned to schedule interviews in Los Angeles and in Seattle before, during, and after the National Recreation Congress.

The commission has stressed that it will not be necessary to come to Los Angeles for the written portion of the examination and urges all those interested in securing further information to write to the Los Angeles County Civil Service Commission, 501 North Main Street, Los Angeles 12, California.

Funday

Sirs:

I have had some very pleasant correspondence with Mr. A. Wilson Lloyd of the Association of American Playing Card Manufacturers. After receiving a trick book from Mr. Lloyd, we had so much "fun" with it, that the idea occurred to me that—as there are so many special days celebrated nationally—why not a "funday?" That is what these card games are.

I wrote to Mr. Lloyd, jotting down my suggestion and, to my surprise, I received a letter from him, saying that he had read the letter to his association and my suggestion had been received with interest. He then wrote that it would be better for your company to develop the idea, since you develop an interest in other activities besides cards.

MRS. PETER SCHAFER, *Valley Stream, New York.*

"I Am A Stranger"

Sirs:

Hello! I am a stranger to you, so I am a Hobo-Vagabond. You are a stranger to me, so you are a Hobo to me. I have been a Hobo for forty years out of fifty-five and I suppose I will continue being a Hobo-Vagabond, which is all my own fault. I cannot blame anyone else—Not the folks, School, Church or Community—for it's all my own Ploting in my youth. It is a life I love to live—*free* from Care of Someone else. I don't have many Friends and I don't need many. Just twenty-five friends is all I have, and they supply me with all the faults about myself. I couldn't trust anyone—not even my own Folks or relations, church or anyone in the Local Community, I Dought if anyone in the State or United States. When you can't trust your own, how can you trust anyone else? Usury, Thief and Conspiracy work against you. Sports, Entertainment and Amusement! Will that solve the difficulty? I will try it out this year and see what results.

HARRY E. LEATHERWOOD, *Dodge City, Kansas.*

● The above letter is reproduced exactly as received. Perhaps our hobo friend will visit *your* town.—Ed.

Army Request

Sirs:

Captain Mills, of the Army Special Services at Guam Hall, asked if it might be possible to get one thousand reprints of two articles in the March issue of RECREATION: "Some Thoughts on Being a Recreation Leader," by Helen Dauncey (page 543) and "Community Leaders Use Your Initiative," by Sherwood Gates (page 553). He would like to use them in connection with the training of leaders in Special Services.

GEORGE E. DICKIE, *Executive Secretary, Federal Inter-Agency Committee on Recreation, Washington, D.C.*

● These requested reprints have been supplied.—Ed.

Suggestions

Sirs:

I would like to make the following suggestions as added features to the wonderful service rendered by the National Recreation Association to all its members.

1. Leather binders that will hold twelve issues of the RECREATION magazine, with the last issue carrying an index of the contents of the previous magazines for that year.

2. A calendar of future events for all recreation directors, that will include all holidays, as well as reminders to start work on various activities scheduled, and one that would have at least one special event per month or a special event for each age group per month, with the events to fit into the season—as the baseball league for the baseball season and softball for softball season, and so on. This could be sold to the recreation workers at a profit to the National Recreation Association.

3. I would like to see you continue sending out the nine by five and one-half inch bulletins that are suitable for filing. I have always found them chock-full of good information that makes a ready reference for our directors.

BEN YORK, *Director of Recreation, West Palm Beach, Florida.*

● Prices for leather binders are being investigated. Our last issue of our fiscal year—March—always carries an index for the year. We would like to remind readers, here, of the *Calendar of Holidays and Special Days* (MP 412) available from the association for twenty-five cents.—Ed.

Recreation

Sirs:

Many times, when appearing as speakers before civic groups, parent-teacher associations and other organizations, recreation superintendents, directors or staff supervisors have been asked the following: "What thoughts are uppermost in the mind of a recreation leader in preparing a recreation program?" or "How shall we, as an organization, and the public, define the word 'Recreation'?" Recently, when preparing notes for such an appearance, these thoughts were foremost in my mind, and in endeavoring to com-

bine the two questions and present a clear definition, the following method was used:

R—Resolve to develop a sound program.

E—Evaluate the needs of your community carefully.

C—Create hobbies and fun for the entire family.

R—Relax and use your leisure time for your own pleasure.

E—Enjoy the pleasant programs in your community.

A—Ask others to participate with you.

T—Tell your community of your recreation plans.

I—Instill civic spirit in all persons you meet.

O—Older groups as well as young people need recreation. Don't forget them.

N—New ideas are always needed. Use them whenever it is possible.

AL HILEMAN, *Director, Proctor Recreation Center, Peoria, Illinois.*

School Planning

Sirs:

The article on this subject which appeared in your January, 1952, issue is timely and interesting.

I would like to add the name of Birmingham high school of Birmingham, Michigan, as one of the new schools which was planned for meeting community and recreation needs as well as those which are traditional in nature. In addition to class and special activity sections, a native woods, four hundred-car parking lot, little theatre, patio, greenhouse, athletic area, library, cafeteria, physical education unit and lobby are included in the over-all design. This is one way in which a small city (under 20,000) is attempting to meet the needs of a modern community. Although the three and one-half million dollar structure will not be completed until the natatorium and auditorium units are provided, some sections of the building are now available.

FRANK WHITNEY, *Recreation Director, Birmingham, Michigan.*

We Take Issue

Sirs:

We read with a great deal of interest the article, "Young Anglers," appearing in the April, 1952, issue of RECREATION. We, here in Denver, Colorado, wish to congratulate the people of San Jose who had a part in their juvenile fishing rodeo, but we do take issue with them for the photograph of the prize winner for the best Becky Thatcher outfit.

Authenticity is major factor in selecting children best depicting Twain's characters.

Since 1948, the municipal recreation department, City and County of Denver, has been conducting a Huckleberry Finn Day, which each year is co-sponsored by the Veterans of Foreign Wars and the *Rocky Mountain News*. Huckleberry Finn Day is incorporated under the provisions of the Colorado statutes; and its object is instituting, furthering, fostering, protecting, improving and promoting the interests, ideals and education of boys and girls through the observance of an annual celebration commemorating Huckleberry Finn, Becky Thatcher, Tom Sawyer and other fictional characters appearing in Mark Twain's stories.

We have done a great deal of research and study of all characters, as portrayed by Mark Twain. To quote a few facts about Becky Thatcher, we find she was a lady in all manners and mannerisms. Becky is pictured as a blonde, pudgy, blue-eyed, little girl with yellow hair in pigtails and bangs. In that day, little girls' skirts were long and full and they wore pantalettes and sunbonnets. Above all else, Becky Thatcher was afraid of fish and fishworms, and—being a lady—would never so much as touch a fish pole, let alone be seen barefooted, wearing pants and a straw hat, as portrayed by the prize winner for the best Becky Thatcher outfit.

Denver's little Becky Thatcher "ladies."

Denver, Colorado, is justly proud of its annual Huckleberry Finn Day, which attracts four to five thousand participants and many thousands more of spectators each year. All boy and girl contestants are urged to read the writings of Mark Twain, in order to be familiar with the points upon which the judges select the most authentic Huck Finn and Becky Thatcher. We do have a responsibility for authenticity in any promotion, don't we? Not wishing the beloved Mark Twain to turn over in his grave because of the way his Becky has been portrayed, we are enclosing photographs of Denver's Becky Thatcher, authentic in details.

J. EARL SCHLUPP, *Director of Recreation, City and County of Denver.*

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Makes a real stage, **not a puppet** show—appeals to children who like to dress up and give little plays—encourages good play habits, in and out-of-doors—entertains many at one time; as actors, curtain puller, property man, etc.

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WALTER L. LUKENS
3611 S. Wakefield Street, Arlington, Va.

A Guest Editorial

SPORTS

SOME WEEKS AGO I was asked if during my years of research into what happened among the active elements in our fighting lines in the Pacific, Europe and Korea, I had found any correlation between the extent of the individual's participation in sport and his readiness to give fully of himself when the last chips were down.

By the measuring stick which should apply within the armed services, the fault in us is not that we have too much organized sport but too little. A large and continuing sampling of this question was made at Fort Knox about four years ago. It was found that among American youth getting into adulthood, fifty-six per cent had never participated in a team game! Yet, war, as Field Marshall Sir Archibald Wavell wrote in his *Leaders and Leadership*, can only be compared to a "rough and brutal team game."

How do men generate unity of action? We yak-yak in baseball and slap the other guy in football to let him know we are with him. And so his strength grows apace. It is no different in war. Silence betokens fear, and its grip can only be broken when someone regains his voice and thereby stimulates others to sound off.

At Burton Island, during the invasion of the Marshalls, we saw a company go to pieces under Japanese fire until one man, Sergeant Deini, suddenly realized that his outfit was dying from paralysis of the vocal chords. He began yelling, kept it up for one and one-half hours, and pulled the company out of it. Deini had been a semipro ballplayer in San Francisco.

This one graphic example set many of us thinking. In World War I, our troops had been a noisy gang, they yelled as if full of the old college hustle. But this quality had disappeared in between wars. The restraint seemed unnatural in our World War II fighting, and it seemed plain that it was sapping our power.

So a change was made, and "something new," yet very old, was added. Our men were taught to yell again in the spirit of a team: yell anything, college cheers, Comanche war whoops, wolf howls, or Chinese profanity—but yell. In my judgment, nothing has paid off more greatly during the fighting in Korea. There are even some actions of record which our troops have won more by their pandemonic yelling than by the killing effect of their weapons.

Sports, War Both Stress Team Play

In some degree, every person who comes to admire the quality in sport which enables a group of highly-skilled individuals to subordinate themselves to the need for smooth, collected action, becomes receptive to the same controlling idea in his participation with others. He has accepted the belief that being a member of a team is better than achieving as an individual.

But team play is something which must be taught in an army, as on the ball field. Men do not come by it naturally. Its basic technique is voluntary cooperation and submission to the interests of the group.

When we mobilize, whence come the men who are able, by their leading, to convert into dynamic force the static interest of the great majority?

To a far greater extent than college presidents appreciate, or even the generals understand, not having measured it, they come from the playing fields of this nation. There are not enough old sergeants to spread around, and besides, they specialize mainly in the mechanics of their trade.

War's small picture is a series of end runs, off-tackle bucks and center rushes, and if the team does not hold together during each play, it loses yardage and the ball changes hands.

One major difference between infantry fighting and any other team game is that the contest almost invariably begins with a withering, or evaporation, of the team spirit and action. It is bound to be so when men's lives are directly in danger.

Engendering Team Spirit

The prevailing problem in the first quarter is to shake men loose from their somber personal thoughts and revitalize their essential bonds of unity. That is an hour which calls for strong individualism, directed, however, toward the restoration of team play. One man takes positive action; his example breaks the spell of fear, and because of it, many others see that action is their salvation. In this way, the team finds itself, and out of chaos comes unity.

As a military matter, probably not the least of the values inherent in organized sport's accent on team play is that the individual, once won to the principle, becomes more capable of high personal initiative when the circumstances require it.

Sports That Teach Throwing Are Priceless

During the crisis of last winter's campaign against the Chinese in Korea, the youngsters in our infantry line had to become strong grenadiers almost overnight. In the earlier fighting the North Koreans made indifferent use of the grenade. So it didn't matter much that our troops lacked thorough training with that weapon, and that we had proceeded somewhat on the theory that any American youngster can heave a rock or a snowball, and, therefore, converting him to a grenadier was as easy as rolling off a log.

When the Chinese entered the war, they published a secret training paper, saying that all Americans were terrorized by grenades and could always be whipped if the grenade was made the main weapon in the assault line.

That was a pipe-dream, but this handicap didn't keep them from proceeding with the idea. When they first charged us in Korea, their assault waves were loaded with grenades of the "potato masher" type, which they might be able to throw as far as fifteen yards.

What they lacked in range, however, they compensated for in numbers. Every man was carrying from five to eight of these missiles, and in the situ-

and WAR*

By S. L. A. Marshall

ation, our troops either had to set up an effective grenade counter in a hurry, or be blown out of Korea.

But if a man hasn't been a strong "thrower" during several years of his life, he can't be made into one just because the army wills it. He might acquire that knack in baseball, or as a forward-passer in football, or even from long play in basketball or with a discus. But he has to get it from somewhere, or he will lack range, his arm won't stand up and he has no confidence that he can hit the target.

So it was interesting to see how the infantry of the Eighth Army met this need empirically.

As soon as the issue permitted it, all of the men began to carry grenades —usually two, sometimes three; but in any action where strong grenading was needed, the work of the group came to revolve around one man—the best arm in the crowd, made so by experience, either in baseball or football. He would do the "bombing." The others acted as a bucket line, passing their grenades to him, and cheering while he heaved.

A loaded grenade weighs between sixteen and twenty-two ounces, depending upon the type. Any green hand can lob it twenty yards or so and maybe get within five yards of what he wants to hit, if his arm isn't shaking. But a man accustomed to the ball field can usually get it out thirty-five yards, and practically peg it home.

Those few extra yards, which the seasoned thrower has over the nonathlete, could mean the difference between a dead center heave which knocks the Chinese from the crest of a hill position and a short throw which rolls back upon one's own people. And the extra yardage is only one among many advantages. When it's almost second nature to you to pick up something and heave it, you'll do it instinctively with less counting of the risk.

Take the action of Cpl. Don Crawford and Pfc. James C. Curcio, Jr., Baker Company, Ninth Infantry Regiment. In the battle of the Chongchon one year ago, they were with nine other men of the mortar platoon who became surrounded by two hundred Chinese. The eleven men were on a knoll not more than twenty feet across.

For two hours, the Chinese kept grenading the knoll from a distance of thirty feet. In that time, sixty grenades fell within the group. Crawford and Curcio, both of them ballplayers, appointed themselves a committee of two to keep the position cleared. During the two hours, they caught or fielded approximately forty of the "hot" grenades and pitched them back into the Chinese lines. That's the kind of stuff I'm talking about; you can't beat it.

Everything Done on Field of Sport Conditions a Soldier

Your average team player possibly never devotes a moment to thinking of the special values which come of playing the game, and wherein these values facilitate his adjustment when he enters a life-and-death contest. But nearly everything he has done on the sport field has conditioned him in one way or another to meet the final test a little more easily than the man who never got beyond the sidelines.

I have seen hundreds of American youngsters so badly smeared during combat that they had good reason to quit the fight, but didn't even know the meaning of the word. The great majority of these diehards got that way in sports. Too, there is an elementary know-how which comes of passing a ball around, swinging a bat or wielding a mallet. Muscular coordination, strengthening of the hands, quickness of eye and conquest of fear are each a part of it.

Hitting the Dirt

There is one thing else—in baseball and football, particularly, a man must learn how to hit the dirt, and he spends many of his most worthwhile moments in hard contact with the unyielding face of Mother Earth. There is something very fundamental about this. All of us walk the earth, but few of us learn to grovel in it, hit it and slide into it, without finding the experience unpleasant.

A frontline fighter has to do all of these things. Earth is his final protector. When he bounds forward to a new position under fire, his life rests on his ability to keep low, like a halfback hitting a line, and to close the last few yards with a headlong slide.

Knowing how to fall, how to roll and how to hug earth is as essential to a fighter as knowing how to run when it's suicide to walk. He will not get a final conviction of these things on the playing field, because combat is a trifle more urgent. But there is no better preparatory school than the way of the team player who starts on the sandlots and stays with the game through early manhood.

Our Legs Need Work

On the whole, however, we have not done very well by ourselves. The majority of American young men are not physically fit. Our main weakness is in the legs, because as a nation we have almost forgotten how to use them.

Our colleges, schools generally, and the rest of our institutions, have held all too lightly what organized sport can do for a people and how mass physical fitness relates to national survival. In team play, a man learns to play the game for its own sake, and not for personal vainglory. Finally, it is this same spirit which holds together an infantry company in the face of the enemy. Real contending power comes of each man's love for his comrades, and not of his hate for the other side.

S. L. A. MARSHALL, military critic of *The Detroit News*, was recently described by the *Combat Forces Journal* of the United States Army as "the greatest living reporter of combat." He has a broader experience with a greater variety of battle situations than any contemporary, and holds the rank of brigadier-general. He is a former sports writer, editor and polo expert.

*Condensed from series in *The Detroit News*, January, 1952.

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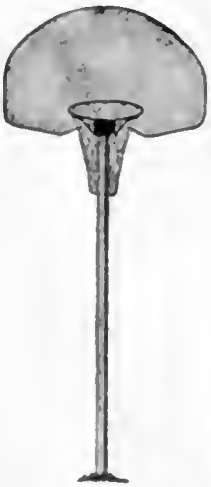

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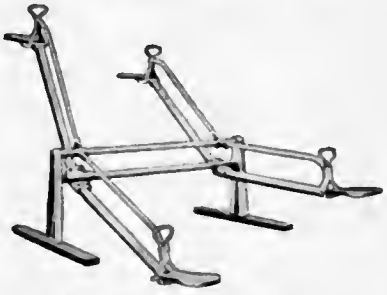

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R. J. MacDonald

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What things do teen-age boys and girls want to do? How can they be helped to fulfill their desires?

Teen-age leadership is Santa Barbara's answer to how to develop the richest recreation program for this age group.

In official capacities, coordinated with the city recreation commission, a youth council plans and administers projects and parties for the young people. The Santa Barbara Recreation Department Youth Council, made up of nine members, is elected for one year by popular vote from teen-agers still in high school. Both public high and parochial schools are represented. Those wishing to be nominated on the election ballot must first secure the names of fifty other teen-agers in the community who are membership card holders in the recreation department.

Duties of a youth council officer include a weekly meeting to plan and organize activities desired and approved by both the youth and adult supervisors, and to consider the conduct of teen-agers at youth council sponsored activities and take any necessary action deemed advisable. These meetings always take into consideration the programs of other youth groups, local junior and senior high schools, churches, and other youth serving agencies. A social calendar of all local events assists the council in planning mass youth activities. Included in the meeting each week is discussion on the management of the youth lounge and fountain, which is operated by members of the council assisted by the two adult advisors of the city recreation department.

Membership in the "Rec" is open to any teen-ager without cost. However, in order to qualify for a card, the applicant must read and discuss with the adult advisors what is expected of him or her. A registration book and membership card are then signed in the presence of the advisor, giving name, address, phone number and age. The only regulation covering all activities is adherence to the basic principles of democracy.

Projects range from fun to finance, and include service activities. Over a period of three years the youth council has honored, at monthly dinners, outstanding citizens or organizations who have contributed to the welfare of youth or of the community. The guests listen to the meeting conducted by the young people, and then are invited to speak. It has promoted good public relations. Each new council, also, entertains members' parents at dinner, which has helped to create greater understanding.

Dances are held weekly or twice weekly. During the football season the weekly after-game dances bring a peak attendance approaching six hundred, which fills the auditorium. By maintaining a "tight door," well-defined standards of behavior and adequate supervision, the dances are

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MR. MACDONALD *is youth council advisor in Santa Barbara, and manager of the city's annual battle of teen bands.* *See page 401 of the December 1951 issue of* RECREATION.

Parties are among projects planned and administered by Youth Council members. Above, preparations for Friday-the-13th dance.

considered an asset by the schools, police and parents, and are thoroughly enjoyed by the young people. The district P. T. A., through its recreation chairman, provides couples who give splendid assistance in supervision. On the infrequent occasions when a youth is out of line, his "Rec" membership card is taken up, and the youth council deprives him of privileges for a period of time.

The Rec Revue is produced annually, and has been "on the road" to other towns in the country and to nearby Camp Cooke. The entire cast of thirty odd has attended the Southern California Teen Conference, and parts of the show have been played for service clubs, news boys' dinners, and so on.

A mainstay of the revue is the fifteen-piece band, the Music Makers, which plays for the dances, too. It is rated "tops" by teen-agers wherever heard. The band broadcasts over local radio stations, and announcements of coming events are made on these programs. By special agreement with the musicians' union, the Music Makers are allowed to play in the center auditorium, which is a union hall, and to fill other requests from schools.

Sports events and tournaments are sponsored as part of the gymnasium program. And recently, an annual "Mr. Santa Barbara" contest, as part of an A. A. U. program, has been held, featuring weight lifting and body building. On the distaff side, a "Miss Typical Teen-Age" competition is held. Last summer, ten girls were screened from a number of Southern California teen centers. They modeled clothes furnished by a local firm, and were judged on poise, personality, voice and modeling ability.

The teen-agers also assume more serious responsibilities. The youth council maintains its own bank account, though checks require two signatures, those of the youth council treasurer and of the adult supervisor. Besides a weekly financial report to the council, a report is made each month to the recreation commission.

The main sources of revenue are the dances and the less frequent shows. Twenty-five cents is the top price charged. From this income, the youth lounge is kept up and contributions made to service projects. The lounge has a soda fountain, television set, juke box and magazines, and the budget covers upkeep, such as repainting, new furniture, and so on. Youth council members run the fountain in the afternoons after school, and college boys are paid to run it in the evenings.

Service projects have included five hundred dollars in scholarships, given to the local branch of the University of California and earmarked for graduates of local schools, and one hundred dollars given to the city for remodeling the auditorium stage. "Can-can" dances are given each Christmas, with cans of food used as admission, to be distributed by the Christmas Cheer Committee. Proceeds of other dances are given to charitable causes from time to time during national fund-raising campaigns.

Regardless of the importance of the event or the project, it is planned and carried out for the youth by the youth, and everyone benefits from the program.

Sports of Presidents ☆ ☆ ☆ ☆

In a presidential year it is interesting to look through the eyes of Grantland Rice, well known sports writer, at the sports enjoyed by past presidents:

George Washington	horse racing, hunting and marksmanship	Woodrow Wilson	football, golf
		William H. Taft	golf
Andrew Jackson	horse racing, marksmanship, hunting, duelling, horsemanship	Warren Harding	golf
		Herbert Hoover	fishing
Abraham Lincoln	wrestling, rail splitting	Franklin Roosevelt	yachting

Teddy Roosevelt — boxing, wild game hunting, tennis, exploring

"Many recreational activities are educational, and vice versa."

Educational and Cultural Activities in Community Centers

Floydelh Anderson

The Script Club planning a monthly issue of the C. A. Herald. A house newspaper can be one of the most effective tools in building a program.

IT IS MOST gratifying to note the efforts of workers in community centers to offer a program that transcends purely physical and social activities. These efforts probably can be attributed to several reasons:

(1) Entrance, into the field, of an increasing number of highly qualified workers.

(2) The increasing unpopularity of the idea that the community center fulfills its purpose when it only furnishes shelter during their leisure hours to boys and girls who might otherwise be roaming the streets.

(3) Recognition of the idea, as a fallacy, that participation in sports is a "cure-all" for social maladjustment.

(4) Recognition of the possibilities of the community center when working in cooperation with the school, the church and other community organizations.

The worker who is fortunate enough to be able to travel can observe at firsthand the many fine things being done with the educational and cultural program of the community center. The average worker, however, must feel his way through the dark, because those persons successfully conducting such programs seldom take the time to write about their work. This fact impressed me in a forceful manner when, in 1947, I was brought to the Crispus Attucks Center of York, Pennsylvania, to build and direct a program of educational and cultural activities. Being freshly out of the university, I was confident that the libraries of the area would offer interesting suggestions. True, I found some helpful information, but most of it concerned music and dramatics. Since those early days, I think that I have discovered more avenues to an expanded program, and in sharing them with readers, I am hopeful of inspiring other leaders in the field to write about their work. In such a manner can we build a helpful library.

During the early months at Crispus Attucks, I worked with the idea of bringing prominent speakers to the community, of sponsoring such clubs as the Carter G. Woodson Historical Society and of staging a light opera. It was soon evident, however, that a good speaker was expensive, and the historical society folded after two or three poorly attended meetings. The mere name was enough to scare away the people. As for light opera, there was not enough talent to carry through. At this point it was all too clear that I had to rethink my program. The problems of the community had to be considered, and a program planned that would serve to make conditions better. As the teen-agers frequented the center in greater numbers than other groups, it seemed best to build my program around them.

The common meeting ground for these teen-agers and myself was music. We gathered a large group, some with fair voices—others with none at all. Our first rehearsals were not strenuous. We sang for the love of singing and to become acquainted. At these meetings, it was possible to get some idea of the abilities of individual participants. The nucleus of a club dedicated to a program of educational and cultural activities was formed.

Our first problem was to find a suitable name for the group. We felt that this should be informal and bear no resemblance to the type of program we wanted to put over. The final choice was "Pre-Frats." Instead of the traditional officers—president, vice-president, and so on—

FLOYDELH ANDERSON, *who was the director of education, Crispus Attucks Association, York, Pennsylvania, is now executive director of Nepperham Center, Yonkers, N. Y.*

we chose the glorifying titles of supreme commissioner, associate commissioner, commissioner of records and the commissioner of finance. Persons desiring to become members of the club were required to undergo a period of probation and initiation. When the news got around about the mysterious new club for teen-agers, we were swamped with applications for membership.

We next were faced with the problem of providing a program that would be enjoyable, educational, and that would serve some useful purpose in the community. The first project along this line was the sponsoring of educational movies, open to all members of the center. These dealt with the everyday problems faced by boys and girls in our society. Later came group discussions, the topics centered around community problems, proper boy and girl relationships, dating and family problems. In these, we were careful not to invite so-called "authorities" of the community, for we found that with such persons in the room, the boys and girls were not free in expressing their own opinions. These free discussions demonstrated that boys and girls, on their own, can frequently reach the same conclusions as those reached by experts. All discussions were limited to thirty minutes. Too much stress cannot be placed on making each meeting short and to the point.

Another interesting project for the educational program of a community recreation center is a boys' and girls' debate. Each year at Crispus Attucks a timely subject is chosen for this purpose, and the club sponsor holds auditions for participants. Two boys are selected to compete against two girls. Judges are selected from the ranks of the professional men and women of the city.

As for dramatics, we have organized a group known as the Ki-Yi Club which operates on the same principle as the Pre-Frats. Its main objective is to encourage talent in the community. This does not mean dramatic talent alone. The club is interested in all types of talents that contribute to widening the interests of the patrons of the center. The club itself creates committees to sponsor an art show, a play, an oratorical contest, a talent show. A healthy spirit of competition exists between the Pre-Frats and Ki-Yis.

Most of the work in guidance and citizenship here has been done through our house newspaper, *The C. A. Herald*, published monthly by the Script Club. The *Herald* is a mimeographed publication running from four to eight pages in length. All members of the center are invited to contribute articles, cartoons, jokes and other news items. The monthly editorials are written by the club sponsor, who tries to give useful information in a down-to-earth manner, covering subjects that range from personal health to job finding and job holding. A house newspaper can be a most effective tool in building a program.

I have been told that a community center takes in too much territory when it attempts to give vocational and educational guidance; further, that it is the place of the school to give guidance to the school youth, and of agencies of the federal government to guide out-of-town youth. Even so, our schools are so crowded that at best the counselor can do only a very impersonal type of guidance. For example, one school of two thousand students has only one counselor. By comparison, the community center is small, and it thus gives the staff worker the opportunity to become intimately acquainted with each client and his family. The ideal set-up, then, is a cooperative program of guidance between the school and the community center. The school can furnish information concerning the interests and aptitudes of the students, while the community center can do a good job of encouragement, of pointing out avenues to useful life experiences, and of giving pointers as to how one should go about finding a job, choosing a college or becoming adjusted to some problem in the home. In advocating that the community center should do some guidance work, however, it is assumed that the center possesses qualified leadership.

The club sponsor, who should be a paid staff worker, can be the chief reason for success or failure of an educational and cultural program. If he would have a successful program, he cannot afford to be lazy. He must be willing to put in extra hours of planning. He must have confidence in his abilities and must be able to transfer this confidence to the members of his groups. He should read widely and be ever on the alert for new ideas. He should be a constant source of encouragement to the boys and girls under his supervision. He should not be misled by the dream that boys and girls will accept full responsibility for the program of a club. Boys and girls will work, help with the planning, but it is up to the staff worker to direct their work into channels that will prove most beneficial to them and to the program.

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Paul Douglass

Joseph Prendergast

• The Congress will be opened officially on Monday night when Joseph Prendergast, Executive Director of the National Recreation Association and Chairman of the Congress, welcomes all delegates in the name of the association and turns over the meeting to its chairman, Otto T. Mallery, Chairman of the Board of Directors of the NRA. Greetings will be extended by the Honorable Arthur B. Langlie, Governor of Washington. Governor Langlie's interest in recreation is already widely known. Lieutenant General Robert W. Harper, Commanding General, Air Training Command, United States Air Force, and George Hjelte, General Manager of Recreation and Parks in Los Angeles and Chairman of the National Advisory Committee on Defense Related Services of the National Recreation Association, will address the Congress on the important defense aspects of recreation in this critical year.

Tuesday evening will feature messages from Henrietta A. R. Anderson, of Victoria, British Columbia, and Paul Douglass. Mrs. Anderson is one of the most popular and charming public speakers in the northwest area, and she will have as her topic, "Recreation and the Good Life." Dr. Douglass, well known for the parts he played in the Cleveland and Boston congresses, will apply his famed wit and inspiration to the challenges which confront our movement to recruit, train and place the leaders who are so essential to our continued growth and development.

Wednesday night's speaker will be the Right Reverend Stephen F. Bayne, Jr., Bishop of Olympia, one of the outstanding clergymen, not only of the Protestant Episcopal Church, but of the whole country. T. E. Rivers, Assistant Executive Director of the National Recreation Association, will conclude, just before the Congress, a trip around the world. He will report to the Congress on recreation developments as he observed them in Portugal, Spain, Italy, Greece, Egypt, Lebanon, Pakistan, India, Thailand, the Philippines and Japan, with special attention to the National Recreation Congress of Japan.

In addition to these general evening sessions, there will also be general sessions on Thursday and Friday mornings. Thursday morning's session will feature Joseph Prendergast, who will present a "state of the nation" talk in terms of recreation services. Plans for the closing session of the Congress on Friday morning are not final enough to announce at the time this article is being prepared, but it is safe to say that the closing session will match the high level of information and inspiration which characterizes the other general sessions of the Congress.

AT YOUR SERVICE

THE EXHIBITORS of the commercial products necessary to a successful recreation program are an important part of every congress; and the privilege of examining their materials at firsthand has always been greatly appreciated by delegates. Each year the exhibitors' cooperation has been most helpful; and they again stand ready, in 1952, to help recreation leaders with suggestions as to what can best fill individual needs. Don't fail to allow time in your schedule for browsing among the gay and colorful displays of brand-new, right-off-the-griddle equipment and ideas. Your old friends among the company representatives will be looking forward to greeting you, and the newcomers to meeting you. The exhibits will be set up in the spacious Spanish Lounge of the Olympic Hotel, and will be opened officially at 9:30 on Monday morning. Representatives of the exhibiting organizations will be in the booths daily throughout the Congress. As was done last year, the Official Program of the Congress will include the names of the representatives of each organization; and upon registering, delegates will receive a pamphlet describing each exhibit.

Seattle, King County and the state of Washington are working on a display depicting some of the reasons people like to live in the Pacific Northwest. The Local Information Booth will be in the exhibit area and it will be staffed at all reasonable hours to provide answers to the many questions which delegates are sure to have about Seattle and vicinity. The American Recreation Society will have its customary booth again this year for the convenience of old and new members.

As we go to press, those companies who have signed up to be with us this year are:

- Dudley Sports Company, New York City
- Game-Time, Incorporated, Litchfield, Michigan
- Frost-Woven Wire, Washington, D. C.
- MacGregor Goldsmith, Incorporated, Cincinnati 32, Ohio
- Takapart Products Company, Freeport, New York
- Miracle Whirl Sales Company, Grinnel, Iowa
- Rec-O-Kut Company, Long Island City 1, New York
- Wilson Sporting Goods Company, Chicago, Illinois
- Jamison Manufacturing Company, Los Angeles 3, California
- Square Dance Associates, Freeport, New York
- American Bitumuls and Asphalt Company, Seattle, Washington
- American Playground Device Company Anderson, Indiana
- Coca Cola Company, New York City
- J. E. Burke Company, Fond du Lac, Wisconsin
- General Electric Company Schenectady, New York
- Cleveland Crafts, Cleveland 15, Ohio
- National Bowling Council, Washington, D. C.
- U. S. Rubber, New York City
- W. J. Voit Rubber Corporation, Los Angeles 11, California
- Rawlings Manufacturing Company, St. Louis, Missouri
- Pennsylvania Rubber Company, Akron 9, Ohio
- Berlin Chapman Company, Berlin, Wisconsin
- W. R. Moody Gold Stamping, Burbank, California
- Southern Chemicals, Incorporated, Los Angeles, California
- Hillerich and Bradsby Company, Inc., Louisville 2, Kentucky
- The Rex Corporation, Cambridge 37, Massachusetts
- Donald F. Duncan, Incorporated (Yo-Yo), Chicago 22, Illinois

New CONGRESS ARRANGEMENTS

THE SEATTLE Local Arrangements Committee has many surprises in store for delegates. This statement should not come as news to recreation leaders who already know the reputation of Seattle and of Seattle recreation officials for entertaining visitors. Without question, the serious work of the Congress will be interspersed liberally with opportunities for delegates to indulge their flair for recreation.

The only mystery about Congress Wednesday is the exact line of march through Seattle and King County. There is no secret about the fact that there is going to be a tour, a tour which promises so much of interest that the Recreation Congress Committee broke with tradition to devote a full day to it—and then disappointed the local committee which had made plans for still more hours.

But other special features—including at least one imported from California—must not be divulged until they happen.

To refer again to broken tradition, still another long-established Congress institution has undergone a change for this year—partly because of the importance of a thorough tour of the Seattle and King County areas and facilities on Wednesday. There will be no general summary sessions at this year's congress. Summary sessions have constituted a kind of trade mark for congresses for many years, and they have proved a valuable part of each—but not this year. Reactions will be followed with interest.

Since it is impossible for any delegates to attend all the Congress discussion meetings, there will be an attempt to provide everyone with brief reports of all meetings, reports which will be more fully published in the official proceedings. Summarizers will, therefore, have to write their summaries this year, instead of giving them orally as previously. And editors and mimeographers will be busy behind the scenes putting together the material for distribution before the close of the Congress on Friday.

Behind the Scenes

• When Tom Rivers, Secretary of the Congress, first went to Seattle to see about this year's big meeting, he told his hosts that the Congress would not come to their city unless he caught a salmon. Therefore, on one memorable morning, he was escorted to Puget Sound long before it was touched by the first pink flush of the rising sun. For result, see below. Left to right: Tom Rivers, Tom Lantz, Tacoma recreation executive, and Bill Shumard, NRA district representative, who proudly displays the deciding factor in the final Congress arrangements.

• Above: This spring, at the Pacific Northwest NRA District Conference, Bill (left) and Charlie Reed, manager of the NRA Field Department (right), got their heads together over the coming event in Seattle. Their expressions would indicate a favorable prognosis for the September meeting—fish or no fish. Perhaps, however, some of you are going early to try your own hand in the salmon country. We hope, in any case, you have read the article, "Take the Trail to Washington State," by Ruth Peeler, in *Summer Vacations—U.S.A.**

* Published by National Recreation Association. Available at local bookstores. $1.00.

The IBM country club, Endicott, New York, is governed and operated by the company's employees, for themselves and their families.

Bowling alleys are probably most popular of sports facilities. Thirty-five leagues are enrolled in American Bowling Congress.

Children's Club members assembled on porch of their log cabin clubhouse. Play activities are supervised by trained director.

WHEN AN EMPLOYEE of International Business Machines states, "I belong to the largest country club in the world," he is referring to the IBM Country Club at Endicott, New York, a sports and social organization governed and operated by employees and offering to them, their families and children, twenty-seven forms of indoor and outdoor recreation and the opportunity for numerous social and cultural activities. Also, at Poughkeepsie, New York, and Toronto, Canada, similar facilities are enjoyed by employees, and IBM clubs are found in branch offices throughout the world.

From the many guests who visit the IBM Country Club, one hears the question frequently asked, "Why does the company give all this to employees?" Officials answer that IBM does not "give" anything to its employees. Through the investment of capital, the corporation makes facilities and tools available to the employee at work; a similar investment of capital in recreational facilities opens to the employee at play the means to live a fuller life.

These two phases of employee interests are closely related. A worker does not check his personality at the door of the plant. It goes with him into the shop. The quantity and quality of his productive work are dependent upon his attitudes and personality traits fully as much as upon his skills. These are developed outside his working hours more than while he is at work. At work, he seldom has complete freedom of action in regard to his interests; during his leisure time, he exercises more freedom of choice in these matters. The recreational life of the American worker and his working experience are interdependent.

However, the visitor may inquire, "Then you have the recreation program in order to get better production?" Again, this explanation is too simple. The modern corporation has a stake in the welfare of the community. The health of the community affects the health of the industries in it. The quality of production is conditioned by the quality of civic life, and the quality of civic life is conditioned by the satisfaction of workers in their productive work. The harmonious relation of productive work ex-

Wherein the recreation facilities and program are governed and operated by employees.

A Country Club With Your Job

perience and the recreational experience is as important in an industrial family as in the individual family. People who can play together can work together.

The club at Endicott is operated by a board of governors elected from the plant by employees. Managers, supervisors and executives cannot be on the board. One member of the board is elected from each of the twenty-four zones in the plant. These representatives elect a president, vice-president, secretary and treasurer. Each of the remaining members accepts responsibility as chairman of one or more of the various club activities. The officers of each previous year act as an advisory committee to the new board.

The list of activities includes bowling, pool, billiards, baseball and softball, tennis, horseshoes, quoits, swimming, archery, skeet and trapshooting, field trials, outdoor and indoor rifle and pistol practice, golf, ping-pong, basketball, gymnastics, badminton, and so on. Participants of all ages—from children to grandparents—take advantage of the wide variety of activities available. Folk and ballroom dances are held each month. A supervised indoor nursery and a playground are provided for small children while parents enjoy the other facilities.

Annual membership dues for employees, and for wives as associate members, are one dollar. The fee for junior members is fifty cents, and for the Children's Club twenty-five cents.

The policy of bringing children into partnership suggested a junior board of governors, which was set up in 1950. This affords the young people an opportunity to conduct their own program, and helps them to promote leadership and build morale.

The election of the junior board is held once a year under the supervision of each senior activity chairman, who calls a meeting of the junior members of his or her activity and has them elect a chairman to represent that activity on the junior board of governors. These representatives elect their junior officers in the same manner as the senior board.

The Children's Club serves the four to seven year group. Their clubhouse is a log cabin, in the midst of the 725-acre scenic tract. A trained director supervises their activities, which include handcrafts, gardening, story periods, group games, nature study and outdoor sports. The mothers have organized a mothers' auxiliary to the Children's Club to help with the program. Mothers help with the junior choir and orchestra. The drama and dancing groups are assisted in matters of costumes and rehearsals.

Activities of special interest to children, such as swimming and movies, are scheduled at hours during the day when children would be likely to visit less desirable places in the community. The pool room has little success competing for a youth's time when a trip to the club is in the offing. Round and square dancing every other week provide pleasant outlets for social development.

There is nothing stereotyped in the program. The initiative for every phase of club activity stems from the employees themselves. The many activities have resulted from the almost unlimited number of interests in which individuals desire expression.

Most popular are those activities in which all members of the family—young and old—may participate. Special times during the week are set aside for mixed bowling and golf, so that the family may play together free of the competitive atmosphere of league participation. The emergence of junior chapters of the National Riflemen's Association and of the Junior Hunter's Club encourages fathers to teach their children how to handle firearms.

Located in the basement of the clubhouse, the rifle range is one of the finest in the eastern states. The room is so well sound-proofed that a rifle shot sounds like a popgun. A skilled instructor is available. Junior members have their own marksmanship classes, where attention is given to teaching them safe handling of firearms. The range is twenty-five yards long and has eleven turning targets. Accommodations are provided for one hundred spectators, and a separate room is used for storing and reloading ammunition. The average weekly attendance includes twenty rifle members, thirty pistol members, and sixty junior rifle members. One junior member, a fourteen-year-old girl, scored a perfect 300 on the rifle range.

Dramatic Club group in rehearsal. Club offers voice and speech training, opportunity to try all phases of dramatic presentation.

At the Endicott Club the bowling alleys are probably the most popular sports facilities, with an average yearly figure of 167,000 games bowled. There are thirty-five leagues registered with the American Bowling Congress. Fees are fifteen cents a game for members.

Stretched across the rolling hills are two golf courses, an eighteen-hole championship course and a nine-hole course. Two pros furnish free instruction to members. Greens fees are thirty-five cents a day, all clubs and balls are furnished by the members. A complete line of golf equipment is available for purchase at a discount or rental. More than thirty thousand games are played each year, and about two thousand individual golf lessons are given in a period of a year. To date, there have been twenty holes-in-one. In wintertime, inside golf practice is possible through the use of driving nets. One member won the New York State championship match in 1951.

The swimming pool is always attended by competent instructors. Underwater lighting gives a beautiful effect at night. Nearby is a wading pool for children.

The country club recreation room includes two billiard, six pool and two ping-pong tables, and facilities for shuffleboard.

Attended by a college graduate in child study, the nursery in the field house is available to small children of parents who wish to spend their day enjoying the activities of the club. An average of 3,500 children are registered here each year. The children's playground offers outdoor recreation for youngsters during the good weather months. As in the nursery, there is an attendant in charge at all times.

Watson Athletic Field consists of one baseball and two softball diamonds, four tennis courts, four quoits and four horseshoe courts. Leagues are formed from among the members for intra-company or outside competition. The club has placed a girl tennis champion in the Broome County matches.

An average of one hundred fifty participate in archery each week. One indoor and six outdoor targets provide year-round facilities for the sport.

The Rod and Gun Club consists of two skeet fields, one trap field, a log cabin, an outdoor rifle and pistol range, and a kennel for use during field trials. A competent instructor is provided. The only cost is the price of ammunition. Six times a year some of the best hunting dogs in the region are placed in open competition, and twice a year beagle trials are held.

A conservation program feeds and stocks wild game on the club property. Rabbits and pheasants are set out and fox hunts are held regularly to protect the game.

Other areas of specialized interests for which groups or clubs have been organized include a children's theater and drama group, which affords an opportunity to receive training in voice and speech for the stage, personality development, and to participate in every phase of dramatic presentation; a chess club which meets weekly and has an average attendance of fifty; a photo forum, through which amateurs meet and discuss photographic techniques, hear lectures by leading professionals, and compete with each other and with other photographic groups; a rod and reel club, which features skish instructions and exhibitions given by skish experts; and variety players, who present each year an outstanding production for the purpose of raising funds for orphans and handicapped children.

A library, located on the second floor of the clubhouse, offers pleasant reading accommodations and a supply of reference books, current fiction and non-fiction, and periodicals.

Twice a year, in the spring and in the fall, a Watson Trophy Dinner is given at the club. Winners in sports competition for the past season receive approximately four hundred trophies, presented by Thomas J. Watson, IBM president.

A new field has been built recently at Endicott, providing a gymnasium, nursery and auditorium space. Similar facilities have been added at the Poughkeepsie club; and at the dedication, Mr. J. G. Phillips, vice-chairman of the board of directors, said: "The habits of clean sport and cooperation which the IBM Country Club builds in its young people pay off in good citizenship and world friendship for decades to come. The benefits of wholesome play and family recreation which this club brings to our company and community go far to make IBM a superior place in which to work, and Poughkeepsie a fine place in which to live.

"Although the building is the physical thing we dedicate, the real dedication is to the *investment in people*—an investment in health for all, well-spent leisure time, family solidarity, cooperation in team play and neighborliness, good fellowship and education of youth."

The IBM family is convinced that these facilities represent still greater opportunity for personal development. Better human relations, alertness, physical efficiency, self respect, responsibility, pride, and loyalty in the organization are all qualities which people will develop within themselves as they respond to the opportunities represented in this recreation program. Upon assuming the presidency in 1914, Mr. Watson stated, "If you want to build a business, you must first build men."

The investment which has been made will return many fold to the company, to the community, but more importantly, to the people themselves.

Leisure Time Interests and Activities

THE USE OF LEISURE time by the people of Madison, Wisconsin, was the subject of a survey conducted for the Community Welfare Council by Professor Marvin Rife, formerly of the University of Wisconsin. The report, issued recently enough to still be of value, is entitled "A Survey of Recreation in Metropolitan Madison, Wisconsin," and contains much valuable information as to the recreational habits, interests and resources of the residents.

A major feature of the survey consisted of personal interviews based upon a carefully prepared schedule, designed to reveal the recreational resources of families and the leisure-time interests of individuals and families. The data gathered in visits to 536 dwelling units in a master sample of the population are summarized in the report. Because these data reveal conditions and interests which are closely related to leisure-time planning by the community, and because they are fairly representative of the situation in other comparable cities, they merit study by recreation authorities.

Here are a few of the facts disclosed. Of the homes interviewed:

Twenty-eight per cent have a recreation room or workshop.

Sixty-five per cent have yard play space.

Almost one hundred per cent have at least one radio.

The average home has two radio sets.

Seventeen per cent have FM radio sets.

Forty-nine per cent have record players.

Twenty-six per cent have pianos.

Seventy-two per cent own automobiles.

Fifty-nine per cent use library facilities.

The figures naturally varied for different sections of the city, and the following are a few of the conclusions based upon them:

Dwelling units in the central part of the city (of lower socio-economic status with many multiple dwelling units) have fewer indoor facilities specifically designed for recreation than do the newer sections.

There is a much more critical shortage of play space under home ownership in the central area.

The ownership of two radio sets per family provides some possibility for variation and discrimination in listening by more than one member of the family.

Record playing and listening as a potential resource for family recreation is reasonably extensive, though the data do not reveal the extent to which such records are so used.

Non-ownership of automobiles by many families in the central area presents difficulties in getting out into the more spacious park areas of the city.

Three out of five families indicate one or more members use library facilities provided by the city, schools and university. Many families use more than one of these facilities.

Favorite Family Pastimes

Responses to the question, "What are the favorite pastimes which are enjoyed by *most* of the members of your family as a group?" indicate the recreational interests of the families. Space was left for indicating three most favorite *outdoor pastimes*. The activities, ranked in the order of their frequency of choice, follow:

Outdoor Pastimes	*Percentage Reporting*
1. Picnicking	17.1
2. Touring—Sightseeing	15.3
3. Fishing	10.1
4. Swimming	10.1
5. Watching sports	9.6
6. Hiking	7.3
7. Gardening	5.6
8. Hunting	5.5
9. Ice skating	4.0
10. Golfing	3.7
11. Outdoor hobbies	2.3
12. Boating	2.1
13. Sledding—Tobogganing	1.9
14. Informal games	1.6
15. Tennis	1.3
16. Photography	0.7

It is of interest that the first five outdoor pastimes cited most frequently require the use of the family automobile, normally, in order to reach the locale of the pastime. One observation noted in the choices recorded in different sections of the city was that the highest percentage of preference was sometimes expressed for an activity—for example, swimming or gardening—in the section where opportunities for engaging in it were most available. It is significant that only the first eight activities were listed by more than five per cent of the families interviewed.

A comparable inquiry as to favorite family *indoor* pastimes revealed the following frequency of choice:

Indoor Pastime	*Percentage Reporting*
1. Playing cards	24.1
2. Radio listening	19.4
3. Reading	13.9
4. Attending movies	11.4
5. Bowling	8.4
6. Informal games	5.0
7. Family entertaining	3.7
8. Hobbies	3.6
9. Dancing	3.5
10. Watching sports	2.9
11. Record playing	2.3
12. Arts and crafts	2.2
13. Attending concerts	1.1
14. Group singing	0.8
15. Attending plays	0.8
16. Playing musical instruments	0.6
17. Church activities	0.6

Passive forms of recreation stand out in all areas, with *playing cards, radio listening, reading* and *attending movies* ranking in the first four places, in that order. The more active and creative types of family activities, such as *informal games, hobbies, arts and crafts, group singing,* rank much farther down the list. This is consistent with other general studies made in other parts of the country, pointing out the dependence of the family upon ready-made forms of entertainment.

The implications of these results, for education for family recreation within the home by public and non-public recreation agencies, are considerable. The objective of attaining a balance between *active* and *passive* forms of recreation for the family group is an ideal for which to strive.

Dorothy Enderis

"Leutselig"

People throughout the nation were saddened by the death, on July 11, 1952, of the widely known and beloved Dorothy Enderis.

Miss Enderis, who retired from the Milwaukee Municipal Recreation Department in 1948, at the age of sixty-eight, had been a kind but firm guiding hand in the recreation program in her city for thirty-six years. She was instrumental in gaining for Milwaukee the reputation of "The City of Lighted Schoolhouses"—the city where the doors of the schools were opened wide, after the academic day was over, and people of all ages were invited to enter and "live" their leisure hours. Through her vision, and ceaseless efforts, the recreation facilities of Milwaukee expanded from two experimental social centers to thirty-two social centers, sixty-two organized playgrounds and a year-round athletic program.

More important, however, than the buildings and activities she effected, was the contribution of her philosophy of leadership and belief in the worth of every human being. One of her often repeated statements to her recreation personnel was, "A playleader who perfunctorily carries on activities and guards his playground against physical mishap has a job. He who adds skill and techniques to these duties creates a profession. But, he who crowns his profession with consecration and devotion performs a mission: and the children, youths and adults who come to him for play and sport carry away deeper values and greater riches than the mere memory of a happy day, and the community which has intrusted to him the sacred leisure hours of its citizenry shall call him blessed."

She received innumerable honors and "distinguished service" citations during her long and memorable career. Among those she prized most highly were her appointment as a delegate to President Roosevelt's White House Conference on Children in a Democracy, her honorary degrees of Master of Arts conferred by Lawrence College and Doctor of Recreation conferred by Carroll College, the certificate for civic service from Marquette University, the distinguished service medal of the Cosmopolitan Club of Milwaukee (awarded to the individual performing service most beneficial to the community), and the first Theodora Youman award for distinguished service in citizenship presented by the Wisconsin Federation of Women's Clubs.

Dorothy Enderis wrote,* "There is a German word that I have never been able to put into English. It is the word *leutselig*. Leut is the German word for people, and selig is holy and, to me, the finest attribute with which you could credit a recreation worker is to say that he is *leutselig*, meaning that people are holy to him."

Above all, Dorothy Enderis was *leutselig*.

* "Human Problems Faced in Recreation Centers," RECREATION, December 1949.

Veteran caller expresses hope for harmony and uniformity in square dancing.

Let's Check Up on Square Dancing

Persis Leger

"SQUARE DANCING is going to the dogs," proclaimed Chuck Hruska, veteran dance instructor from Ohio, who is in constant demand as a square dance caller. We were discussing traditional square dancing.

"I try to teach youngsters in the way I was taught when I was a boy. I believe this is the only way to hand down old-time dances and keep them intact for posterity. We have no right to destroy their historical value by altering them until they become unrecognizable."

Then, he explained how he carefully teaches the young people how to approach each other and take the positions for the swing and other figures, in a graceful, courteous manner.

"But do they do as I say?" he asked, in a slightly warmer tone. "Oh, no—they haven't time. The boys make a grab and lunge at their partners, then whirl them around, as in an Apache dance. The girls are lifted off the floor. Their feet fly in the air. It just takes one show-off *he-man* to ruin a set."

Perhaps the youngsters are not to blame. It may be the system of teaching square dancing to beginners that is at fault. When teachers themselves are not informed as to the origin and history of the dances they attempt to teach, we cannot expect the pupils to have any respect for the ancient forms which have come down to us in the square dance. A historic dance is not a toy or bauble to be destroyed at will. It is Americana—something which we should treasure and protect.

MRS. LEGER, *formerly an instructor in journalism and physical education, has conducted her own dancing studios in California. She is a graduate of the Louis Chalif School of the Dance.*

All ages dance at the Vermont Country Dance Festival. Note these expressive faces.

Any teacher's greatest responsibility is to teach the truth. It is an educational sin to teach an error, and to force a pupil to learn something which he must later unlearn. Yet, there are bombastic directors who put their own ego ahead of their pupils' welfare, who act as if they are infallible and won't admit their mistakes.

One type of square dance leader enters the hall in which a new class awaits him, and without a moment's hesitation he shouts, "Form sets! All take places!"

The newcomers do not know what a "set" is. They do not know why this kind of dancing is called "square" dancing. They do not know which way the first couple is supposed to face. They do not know on which side of a partner to stand. They do not know anything about dance positions with partners. They do not know what to do with their hands or feet. And some of these beginners in square dancing may never learn, if they are not taught these things right at the beginning of the new course.

If their teacher is the kind who assumes that even an infant should know these elements of square dancing, and if he brushes aside each question, and if he causes each confused pupil to become afraid to ask any more questions, then this untrained teacher will do actual harm. The poor start may deny to such an unfortunate group, for all time, the pleasure of square dancing.

As a contrast, a far different type of teacher taught a new class in square dancing a few years ago at the convention of the Chicago National Association of Dancing Masters. All of the members of this class were experienced dance instructors. But the fine teacher, Mr. Guy Colby, did not assume that all of these teachers knew exactly how to perform the elements of square danc-

ing as he, himself, felt they should be performed after his years of research in this subject.

He did not tell the group to form squares. Instead he told them to form two straight lines, men in one line facing ladies in the other line. The opposite lines were about six feet apart. He went into the details of moving forward and back. In five minutes the group had a fuller understanding of how to go forward to meet a partner, and then return, than many dancers have learned in forty years of square dancing. Such details are never learned if there is no one to teach them correctly.

The members of the group, still in their working formation, continued their rehearsal of details in the performance of the various elements of square dancing. They experimented with different ways of doing the balance, swinging and do-si-do. Even though one member of the group said, "This is the way we do it in Kentucky," and another said, "But this is the way we do it in Oklahoma," the group, as a whole, tried to erase geographical variations and find a common mean which might be acceptable to dancers from every state.

After Mr. Colby's type of spade work prior to actual formation of sets, the dancers performed with real harmony and uniformity. His method of a preliminary workout is in keeping with the rule in teaching, of proceeding from the simple to the complex.

The winning characteristic of square dancing is "togetherness." It is a truly social activity. To maintain pleasant relations, courtesy must be shown by the dancers. The men should demonstrate manliness and gallantry while they dance. The girls should demonstrate feminine grace and charm. This valuable friend-making dance should not be allowed to degenerate into rowdyism. Each dancer must play the role of host or hostess and see to it that everyone in the set has a good time.

The Ohio caller is disturbed over the confusion, and sometimes bedlam, which he sees from his caller's platform at square dance parties.

"No two dancers seem to do any of the steps and figures in the same way. They do not seem to care whether or not they are performing correctly. They forget that it is just as easy to do it right as to do it wrong."

He concluded our chat with this conviction, "The time has now arrived when we should stop trying to reconcile the square dance styles of various states, and develop a standardized all-American square dance style."

Check List

Memo to square dance teacher:

1. Forward and back
   Do they all do it in the same way?
2. Balance All
   Which kind of balance are they using?
3. Swing Partners
   Do they begin on Count 1, on pivot feet: are hands, arms o.k.?
4. Grand Right and Left
   Any mix-ups?
5. Circle to left 8 counts
   Any stop-step on Count 8?
6. Promenade
   Are positions uniform?
7. Travel step
   Do they use Southern shuffle or Western jog?

Rules—Five Man Football

JAMES J. RAFFERTY

"Five Man Football" is regulation football played with five players on a side. Its purpose is to make football available to more boys and young men and to make it a safer game. It is not the purpose of five man football to displace eleven man football where that sport is being played satisfactorily, but rather, to provide a game suited to the needs of groups, or schools, that are not playing regular football.

Official Rules

• The official rules of the National Federation Interscholastic Football Rules Committee shall govern five man football, except when they conflict with the five man rules. When the eleven man rules conflict with the five man rules, the five man rules shall apply.

Rule 1. Each team shall be composed of five players. The names of the player positions shall be as follows: Left End, Center, Right End, Quarterback, Fullback.
Rule 2. The playing field shall be a smooth level rectangle, one hundred yards from goal to goal, and twenty-five yards wide; the end zones at each end of the field shall be ten yards long and twenty-five yards wide. The field of play shall be marked at intervals of ten yards with white lines parallel to the goal lines, and each of these lines shall be intersected at right angles by short lines, eight yards in from the side lines, to indicate the inbound lines.
Rule 3. On the kickoff, the receiving team must be behind their restraining line, and at least two players must remain within five yards of this line until the ball is kicked.
Rule 4. The offensive team must have three players on the line of scrimmage when the ball is snapped from center.
Rule 5. The two ends shall be the only players of the offensive team eligible to receive a forward pass.
Rule 6. Playing time shall consist of four quarters of: (1) grade school—six minutes each; (2) junior high—eight minutes each; (3) high school—ten minutes each.

Five man football is making rapid progress: during the game's first season in 1950, four teams, comprising sixty players, participated in eighteen games.

During the 1951 season, fourteen teams, comprising 190 players, participated in a total of forty-seven games.

Highlights of several games were televised by film on the Conemaugh Valley News Program over WJAC—TV.

Author JAMES RAFFERTY *serves as the league director of the Greater Johnstown Parochial Schools, Pennsylvania.*

The Square Dance Crosses the Sea

Square and Folk Dancing in Japan

Dorothea B. Munro

JAPAN IS RIDING on the crest of a square dancing wave as widespread and fast moving as that in the United States. Square dancing was introduced into Japan in 1946 by Winfield Niblo, a military government education officer in Nagasaki Prefecture. A veteran caller from Colorado, now home again, he had called all over Denver and the surrounding countryside, while his sister played the dance tunes on her accordion. Mr. Niblo saw the square dance as a means of promoting democracy and bringing couples together as partners. Its popularity soon mushroomed throughout all of the Nagasaki Prefecture and thence into the other prefectures of Kyushu Island (the southernmost island of the Japanese group). Square dance festivals and conferences were held continuously by popular demand.

By the time Mr. Niblo moved on to the northernmost island, Hokkaido, and at length to GHQ in Tokyo, literally hundreds of thousands throughout Japan had caught the square dance spirit. Dances were held in citizens' public halls, in schools, in parks and in the streets. An enormous festival was scheduled for March of 1952, in the Imperial Plaza of Tokyo.

Also by popular demand, square dancing has become an extracurricular activity at Yokohama's SCAP Civil Information and Education Center for the past two years. It is the conviction of the director that dancing and music create an emotional feeling that helps to solidify the intellectual democracy of the center, where many thousands of books and periodicals have introduced new technological and sociological ways. The staff members themselves have grown closer in their ties of friendship since they have joined the dancing.

Kimona and zori (Japanese shoes) prove to be no enjoyment or proficiency deterrent.

One of the most enthusiastic square dancing groups in Yokohama is that of the Pen Pals, sponsored by the information center. The Pals caught the attention of Mr. Suisei Matsui, famous radio humorist, when he came to the center to emcee the first anniversary performance. Since that time, Mr. Matsui, an ardent supporter of occupation democracy, has been talking and working with the Pals as a hobby. Their big moment came when they were asked to introduce square dancing over his hour, The Happy Tea Shop, broadcast over JOAK every Tuesday evening at 8:30.

In The Happy Tea Shop, Mr. Matsui teams up with another actor and guest star to present half an hour of dialogue and singing. It is about the most popular radio offering on the air, here. Mr. Matsui, a veteran of stage and screen, has visited Hollywood many times, and he often lays his radio stories in the United States. The Pals appeared on his program about Arizona, and danced The Texas Star and Divide the Ring. The calling, like the rest of the program, was done in Japanese, the calls having been worked out by a group in Hokkaido.

On October 30, 1951, the Pals were asked to appear again. This time, the center director did the calling in English, and the dances were The Route and The Wagon Wheel.

The dances, taught by Mr. and Mrs. Larry Keithley (of Colorado and California) in a Tokyo occupation group, have been brought to Yokohama and introduced by the center director and by two talented members of the Yokohama center staff, Mrs. Toshie Saito and Mr. Kazutaka Kurosaki. A new spurt of enthusiasm has begun in Yokohama, spearheaded by the fact that the army's huge gymnasium, Fryar Gym, has been made available for monthly dances. Twenty-five hundred people attended the last dance, held on January 26, 1952.

DOROTHEA MUNRO *is director of SCAP CIE Information Center, in Yokohama.*

The Square Dance Crosses the Sea

Letters to the NRA

from New Zealand

Sirs:

You may be aware that here in New Zealand a section of our government, the Department of Internal Affairs, Physical Welfare and Recreation Branch, has introduced American square dancing to the people. They first presented it in March 1951, and it has proved wonderfully popular—with approximately six hundred dancers attending the square dances held in the Wellington Town Hall. During the winter, the Physical Welfare and Recreation Department officers chose people to train as square dance teachers and callers. I was one of their trainees. We have been taught square dancing, not as a full-time job, but during our leisure time we arrange square dances all over the Wellington Province. This we do voluntarily, so that people can enjoy square dancing just as much as we enjoy the calling.

My object in writing to you is to see if you can possibly help us in securing any literature to assist us with the American square dancing. Physical Welfare and Recreation have done their best to help us by letting us have copies of some of their dances and music, but we must now get along by ourselves. I have applied to the government for funds to enable me to write to publishers for dances, but, because of the extreme scarcity of dollars in our country, I have been refused even the sum of five pounds. Twenty members of the Wellington Square Dance Teachers' and Callers' Association, all non-commercial callers, get together to "pool" their dances to try and make them go round; and anything that you may be able to send us would be used by all of us.

A. FITZGERALD, *Secretary, Wellington Square Dance Teachers' and Callers' Association.*

from Australia

Sirs:

In common with other Australian recreation executives and leaders, I have been interested in the controversy about the future of western square dancing in your country. Out here, in a country where this form of dancing is not traditional in any region, yet has been introduced, we are considering similar problems. The articles in RECREATION have been, therefore, most helpful.

Square dancing has been introduced to the state of New South Wales, and to my home town, the small country city of Tamworth (population 17,000), which is on the southern fringe of our new England region. Two years ago, the average dancer had not seen a square dance, nor did he know anything of its basic steps or of its calling techniques. The nearest thing would have been the quadrilles of his parents, as danced over forty years ago. Knowledge of simple square dances was restricted to American residents, recreation leaders and physical education teachers in state schools.

Recreation leaders, like myself, used the NRA book, *Simple Square Dances and Musical Mixers*, and from this taught simple popular dances, such as Little Brown Jug, Spanish Cavalier, Parlez Vous, Nelly Grey and the circle dance, O Susanna. These dances were popular as supplementary activities to our traditional ballroom dances. Recreation and camp leaders used them at youth camps, youth get-togethers and parties.

If this quiet development is maintained, square dancing will firmly consolidate a position in our social life out here in Australia. Those small groups of Australian youth liked square dances, but there was no universal knowledge of such dancing. It was fostered wherever a recreation leader or teacher knew the steps and the figures.

Nobody went crazy over them "because square dances were fashionable," nobody burned the midnight oil in order to compose fancy calls, and nobody sported new cowboy clothes and riding boots. Before the *craze*, we just liked square dances, in our isolated groups.

With the winter of 1950, however, came signs of the approaching fad. Disc jockeys began to push a "pop" song called The Hollywood Square Dance. Did your readers suffer with that same song? Played over the radio networks throughout the country, this song publicized the name of square dancing and ushered in a regrettable fad that was to pass on in twelve months.

By dint of much labor, one caller even composed a dance known as the Hollywood Square Dance—a sorry imitation of the simple delightful patterns of the traditional square dances. To many dancers, this dance was to be the means of their first introduction to the social pleasure of these dances from your country. I, myself, saw this monstrosity of a dance at a traveling sideshow in the local district rural show (our kind of county fair). It was not to be wondered that many dancers, after viewing this commercial venture, decided then and there that square dancing was not their type of social fun.

Meanwhile, the craze was being boosted by national magazines with youth circulations, the radio and the daily newspapers. Two American callers arrived to give teaching exhibitions in the capital cities of the Australian states. These two men, Leonard Hurst and Joe Lewis, proved capable and keen teachers, the former conducting a

weekly radio class over the government radio network for about one year.

However, as you can imagine, there was almost an overnight growth of square dance callers with various degrees of experience and training. Many of these proved to be poor teachers. This trivial point did not deter some from turning "professional" and demanding about sixteen dollars per night for their services. This growth was unhealthy, and the poor teaching in so many communities resulted in a quick loss of interest by many dancers.

As pointed out in RECREATION, May 1951, by Lawrence Loy of Massachusetts, many of these amateur callers tried to command attention by continually composing fancier calls and routines, thereby neglecting the rendering of clear and concise teaching calls.

Wayne Bly of Atchison, Kansas, writing in your October 1951 issue, might well have been describing some of the Australian square dances when he mentioned the growth of fancy and almost unintelligible calls.

But the craze was not really under way until big business joined the bandwagon. Then, special shirts, skirts, blouses, scarves and shoes were mass-advertised as essential for well-dressed square dancers. Your blue jeans made their first general appearance on our sales market. Technicolor advertisements with dance routines sold the usual worldwide brands of toilet soaps and toothpastes. Dance instructions even appeared on the cartons of our breakfast cereals.

Gramophone discs appeared in company with textbooks and pamphlets on the steps. Unfortunately, the early disc releases did not have "practice sides," which made instruction harder.

Several callers issued dances of Australian origin, as the usual variations on the basic steps. The most popular was of short life but was called The Square Dance by the Billabong.

To top it all, a national women's magazine ran a contest, offering about $4,000 in prize money, for selection of the star square dance set in the Commonwealth.

The craze showed the power of abundant publicity. And all the time, what was happening in a typical country city, such as my own community?

Naturally, recreation leaders stepped up their instruction in square dancing, and found that the most popular in youth recreation were Red River Valley, O Johnny, Sioux City Sue, Cindy Lou, Captain Jinks and Sugar Foot Rag. These, now that the craze has passed, are still popular.

However, the country communities were to be rich financial pickings for professional callers from the city. These "experts," with or without a string band, then toured the country towns on one night stands, in a blaze of publicity. They called to crowded halls for the first few months. Then, the results of poor teaching became apparent, as attendance dwindled in the country communities.

A criticism of many of these callers would be that they were impatient to attempt fresh dances and to leave the easy routines too quickly. One would add the obvious point that many callers were almost unintelligible to elementary dancers, and many were interested only in making money.

There had never been a professional caller in Tamworth, so I'd like to describe his first visit. Coupled with the fact that the evening was billed as The Hollywood Square Dance Night, it was no wonder that the city hall was packed with noisy excited dancers, keen to learn the new American dances. A couple of us from the recreation field went along to appraise the calling of the professional. It was a night ne'er to be forgotten.

Heralded by a drum roll and a heavy "spot," a sombrero-ed cowboy caller, thumbs in his belt, drawled in a pseudo-American accent that he was "mighty pleased to show you folks some *real* dancing." The crowd stood open-eyed but silent.

Then, with a wave of his sombrero, he called on us all to remove our shoes, for all the men to roll up their trousers to shin height and then, backed by a few bars of music, he concluded this introductory patter with—"Now young fellar, grab your gal, like ole Jake at the cracker barrel."

The spell was broken—the crowd roared with laughter. After several routines by the demonstration set, they proceeded to try the dances. The calling was fancy and quick to the uninitiated, with the result than an estimated fifty per cent of the crowd made a circus of the evening. This group did not learn anything more than "partner swing" and "circle eight" and had a glorious time unravelling "grand chains."

It was no wonder that by April, 1951, public square dancing in the city was no longer supported, for the visiting callers attempted to organize more and more routines for poorly qualified dancers. The average dancer considered it a passing craze because of its overnight growth and publicity. The square dance is not a traditional form in our dance halls in Australia, for we dance mainly modern ballroom dances. Hence, it could not hope to gain an immediate place in local recreation.

And what of its future in Australian recreation? Leave that to our youth camps, club parties and physical education programmes in our state schools, where simple teaching is available to all youth. Simple square dances are popular in these spheres. Herein may lie the future development of square dancing towards a place in the adult recreation of the communities. Time may assimilate square dancing into our recreation.

G. W. WALKER, *Regional Physical Education Officer, Tamworth, Aus.*

NRA Discounts

In answer to inquiries about National Recreation Association policy in regard to discounts on association publications, we are offering the following revised schedule. This became effective on July first:

Bookdealers: 30% on quantities from 1 to 50; 33⅓% on quantities of 50 or over.

All others: 30% on quantities of 25 or more of any one title.
Publications sent on consignment only when order amounts to $10.00 or more.

Students: Will be permitted to subscribe to RECREATION magazine for one-half year. This would consist of five issues for $1.65. It is advised that, wherever possible, such subscriptions be ordered on a class basis.

MAKE YOUR PLANS FOR Goblin Time

Trick or Treat

Sibyl Lelah Templeton

THERE HAD BEEN a concentrated effort on the part of the community to divert Halloween pranksters from destructive activities. School authorities and parents, assisted by Boy Scouts, united in a campaign to substitute harmless fun for unlawful acts. A leading newspaper had offered tickets to a movie theater, with special attractions promised, in return for pledges that youngsters would refrain from annoying tricks. Unfortunately, this resurrected the old Halloween game of "Trick or Treat." Housewives filled their cooky jars in readiness to treat, so they might rest assured that windows, gates and clotheslines would remain unmolested.

The children did not wait for the eventful eve, when elves and hobgoblins are supposed to make their appearance, but began festivities several evenings earlier, ringing doorbells and shouting, "Trick or Treat." All persons concerned, for the most part, were good-natured. The boys and girls were satisfied with a few apples or cookies, or whatever might be handed them. One little girl confided gleefully, "I had so much that I took some home." But by the time Halloween arrived, the patience of homemakers was sorely tried, and cupboards were as empty as Old Mother Hubbard's.

On the morning of All Saints' Day, I was walking in the crisp November air. That hobgoblins and elves had held sway the evening before was apparent by gruesome warnings and markings on windowpanes. By these markings one could easily surmise where tricksters had been repulsed. Childish voices interrupted my thoughts, and my attention was drawn to the conversation of two little boys, about five and three years of age.

"I wish I hadn' lost that dime," the older of the two was saying pensively. "What dime?" queried the smaller one indifferently; he was busily engrossed in manipulating a toy automobile. "Why, don't you remember? The dime the dame handed us when we told her 'Trick or Treat.' If we had it, we could buy some candy." The boy's face brightened with inspiration. "I'll tell you what," he exclaimed, "let's go there again tonight an' tell her 'Trick or Treat!' Then she'll have to give us nnother dime."

What were the processes of thought going on in the active mind of the five-year-old boy, who, by the simple device of warning "Trick or Treat," had received a shining dime with all its purchasing power? His determination to repeat the experience shows the kind of seed that had been planted in his consciousness. A knock at the door, a challenge to produce a dime or its equal or suffer the consequence—a nice beginning in blackmail—and our very young friend was on the road to an unhappy career.

Where were the parents of these small but active-minded youngsters? The "Trick or Treat" way out seemed, to them, to solve their problem. "The children must have their fun!" Perhaps Dad and Mother were entertaining at dinner or were planning to go out for the evening. At any rate, five-year-old Johnnie had been permitted to go out into the alluring darkness and had procured easy money. Elated by his success, he had conceived the idea of repeating the performance.

Wisdom and watchfulness are necessary for the proper guidance of little children. Their manner of thinking begins to develop very early. Let us not allow the mental attitudes of our boys and girls to become warped by chance unfortunate influences, as unquestionably they may be if such influences are *unobserved* by us and *not counteracted.*

Issued by the National Kindergarten Association, 8 West 40th Street, New York City.

OPERATION *Pumpkin Head*

Ann Brenner

Cooperation means a successful city-wide Halloween

Refreshment time in Washington school. All over city goblins revel in gymnasiums, playrooms and transformed classrooms.

GOBLINS of assorted sizes and shapes descend upon the city of La Crosse, Wisconsin, every Halloween—completely equipped with appropriate shrieks, costumes, appetites, and enough unleashed energy to run a light and power plant for weeks. But instead of whisking away back porches or upending their dignified elders, these goblins cut loose in gymnasiums, playrooms and transformed classrooms all over the city. Every school, public and parochial, holds a party, with teachers, janitors and parents volunteering their services.

It all began ten years ago when the traditional window soaping was beginning to get out of hand. People were injured and property destroyed as a result of youngsters celebrating their Halloween night in utter abandon and with youthful thoughtlessness. Complete abolishment of Halloween in our city was not the answer, of course. With all its mystery and magic, its ghosts and ghouls, haunts and hoots, Halloween is a youngster's time to howl. The only answer seemed to lie in closer supervision, with this special holiday spirit still prevailing and the boundless energy expended, but guided into less violent channels.

At the suggestion of Mr. Ben Franke, then president of the board of education, a committee was organized to solicit funds from merchants; and school teachers and janitors staged the parties. When the Division of Municipal Recreation and School Extension was organized seven years ago, this problem was given to the department. Thus, the division of recreation plunged into action. E. P. Hartl, superintendent of the department, drew up a plan for city-wide school parties every Halloween, and presented it to the common council. Funds were appropriated by the city instead of solicited from merchants—enough to supply each parochial and public school principal with eight cents per grade school child, ten cents for each junior high school youngster and twelve cents for every high school boy and girl. This money was to be used to help buy the necessary mountain of soft drinks, ice cream, hot dogs, doughnuts, or whatever refreshments were decided upon. Parent-teacher associations pitched in with additional funds and personal work. This money provided exciting movies.

At the division of recreation office, furious preparations begin every year about three weeks before October 31, with a session on the mimeograph machine yielding enough copies of a game-and-idea manual to supply each school principal and committee chairman. The booklet contains many suggestions for decorating a classroom for Halloween, describes both active and quiet Halloween games, stunts and novelties. The material is mailed to each school with an explanatory letter and a return-addressed post card upon which the principal fills in the number of youngsters in the school, costs according to age level, and the total amount to be paid the school by the recreation department.

And in every grade school, the annual and tremendous costume parade is held. How many mamas spend how many hours rigging up how many little ones to look like Gravel Gertie's maiden aunt, two-gun What's-his-name, or the late somebody's skeleton? The look of pride on the faces of the parents (because they often come to the parties, too) when their own youngster marches before the judges is something to behold.

Each year, the program has experienced ever greater

MISS BRENNER, *supervisor of women's and girls' activities, Division of Municipal Recreation and School Extension, was most active in organizing last year's parties in La Crosse.*

success, until last year the test of tests was given it. The annual Wisconsin Teachers' Convention was scheduled for November 1, in Milwaukee. In order to attend the first day's session, La Crosse teachers would have to leave the city October 31, Halloween afternoon. In the recreation department, faces fell to a new low. We knew the program had proved itself in past years—police reports showed almost no vandalism Halloween nights. But what would happen if the school parties were held the day *before* Halloween?

On party night, every school was activity from top to bottom, from end to end, from principal to small fry. There was young laughter and singing and shouting of ten thousand healthy citizens, while they played scores of games, watched dozens of movies, and consumed breathtaking amounts of food in classrooms all over the city.

The three La Crosse high schools held dances from 8:00 to 11:30 p.m. in school gymnasiums. Music was by juke box, and in the case of Central High School, the music was played by our recreation swing band, made up of members of the Swing Shanty Youth Center, who beat out smooth, danceable rhythms. The gyms were crowded with dancers, and other rooms bulged with boys and girls playing checkers, shuffleboard, cards or table tennis. A movie thriller had been shown earlier in the evening. Continuous cafeteria service provided hot dogs, ice cream, soft drinks and doughnuts, doled out by a man or woman who, six hours before, had perhaps handed out a test paper, or corrected the day's lesson.

As far as school personnel was concerned, Halloween '51 was officially over when the last little goblin had been awakened from exhausted sleep beside her witch cap and pumpkin, and when the school custodian had closed the door behind the last high school students as they started toward home at the stroke of midnight.

But we in the recreation department wouldn't know how succesful our program was for another twenty-four hours, until October 31 had shed black hat and cape and become November.

And so we waited for the morning of November 1, until we received the police department report, which told us that Halloween 1951 was one of the most quiet on record! Quiet? Well, not in twenty-six schools the night of October 30, and not for 10,238 happy, healthy young Americans, but quiet where it counted most—on the streets and in the back yards of La Crosse, in the damage and injuries that *didn't* happen, and in the records of the division of municipal recreation where all you will find are the few words, "Halloween 1951—a rousing, shouting success!"

We expect our 1952 parties to be better than ever, patterned along these same lines; and with the continued splendid cooperation of school personnel, it is certain they will be!

Community-wide Halloween Planning Establishing New Customs

Because community leaders have "done something" about the formerly accepted vandalism of Halloween, a new attitude toward how to celebrate this traditional holiday is being developed among children and young people. Local groups in widely separated cities have arrived at similar solutions, making 1951 a banner year for happy and harmless celebrations.

In Leavenworth, Kansas, the first neighborhood Halloween program was organized through the joint efforts of the chamber of commerce, the Jaycees and the city recreation commission. They called a meeting of all the organized groups in the city, and out of this grew a plan for indoor parties in each neighborhood. The former city-wide outdoor celebration had become too expensive, and one big party was not serving a large enough number of children. Their objective became, "Every school and every church in the community lighted on Halloween night and a children's or youth party conducted in each." Each party was sponsored by a committee, but central committees for fund raising, program and recognition were formed. A demonstration party for local committee members was conducted on the evening of October 29; the neighborhood parties for the children were given on the afternoon or evening of October 31. Publicity in newspaper and radio, and money for refreshments and prizes came from the central committee, relieving local groups of these chores. One hundred jack-pot prizes and thirty-two costume prizes were provided, distributed among the forty neighborhood parties. Thirty minutes after 9:00 p.m., the time set for parties to dismiss, the committee drew names from each party group and phoned their child owners. (All names of those attending had been listed for this purpose.) If the child was at home, he or she received a jack-pot prize. Names and addresses of winners were published in the paper the following day. The police department recorded 1951 Halloween as one of the quietest in Leavenworth's history.

The recreation department of Ypsilanti, Michigan, tried something different. They called a meeting of civic groups in September and planned city-wide parties for elementary students in the schools and junior high boys and girls in the community centers, but for high school age young people no parties were planned. Instead, stress was placed on *home* parties, and steps were taken to publicize the idea and give help to home party planners. A leaflet, partly paid for by the American Legion, outlining decorations, games and suggested menu, was written by the department and distributed by local merchants. A radio program was produced, giving similar information. Demonstration parties were given, using the plans in the leaflet. It wasn't until Halloween was over and the record showed a "quiet" night that recreation leaders were able to know their planning had been successful.

Who is "Mr. Jack-o'-Lantern"?

Carl Bozenski

TEN DAYS BEFORE Halloween, a special radio program announces to the 28,000 citizens of Torrington, Connecticut, the beginning of their annual Halloween community celebration. The complete schedule is broadcast, and radios in practically every home in the city are tuned to reveal what is in store for the children. The program is sponsored by the city recreation commission's special events department, helped by local businessmen, newspapers, radio stations and many organizations and individuals.

Some of the features are a radio mystery voice contest, store window guessing contests, store window painting contests, a homemade, pumpkin jack-o'-lantern contest, costume parade, community party on Halloween night, entertainment and a dance for teen-agers.

The Torrington Broadcasting Company conducts a radio mystery voice contest, "Who is Mr. Jack-o'-Lantern?" The recorded voice of a well-known Torrington personality is played four times daily, giving clues as to the identity of the mystery voice. New clues are given each day. This contest is open to all grammar school children. Parents may help the youngsters with their guesses, which are mailed to contest officials on a postcard. Children are allowed one guess each day of the contest, and the winner is the first child who correctly identifies the mystery voice. The lucky child receives a list of prizes donated by city merchants.

Hundreds of entries are received during the ten-day guessing period, and Mr. Jack-o'-Lantern makes his appearance on Halloween night at the community celebration held at the local ball park under the lights.

He arrives in his gigantic pumpkin float, escorted by the police and fire chiefs. All the contest entrants are at the park waiting for his arrival.

The store window guessing contests, conducted by several local store owners, are open to all grammar school children. Some of the contests are: How many seeds in the pumpkin? How much does Mr. Jack-o'-Lantern weigh? How many straws in the witches' broom? And dozens of others.

MR. BOZENSKI *has been for the past five years program director of Torrington's park and recreation commission.*

Store owners usually arrange an attractive window display, using a Halloween theme for decorations. Here, again, parents can be seen making the rounds of the stores, helping the children with their guesses. Each store awards a prize to the winner, and all winners are announced at the park Halloween celebration. Thousands of entries are received.

A third feature of the celebration is the Halloween window painting contest. The city's junior artists take over for the weekend before Halloween and paint almost every store window in the city. This event is open to all grammar and high school students. Entry blanks are distributed at the schools, and window space is assigned to all entrants. Bon-Ami, or a similar medium, is used, and this can be mixed with dry colors. It is very easy to wash off, and there is no danger of discoloring any of the store fronts. Children practice for days, using their home windows, and receiving a little coaching from their proud parents. Many of the paintings attract the attention of motorists passing through the city, and hundreds of residents enjoy walking from window to window to see the various efforts. Judges work in teams to select the outstanding paintings. All winners, who receive gold loving cups and paint sets, are announced at the park celebration.

The climax, at the outdoor party at Fuessenich Park on Halloween night, finds almost every child in the city, and thousands of adults, on hand to take part in the festivities. A program, jam-packed with activities, starts at seven o'clock and lasts for two and one-half hours. All contest winners are announced at intervals during the evening.

The park party opens with a homemade jack-o'-lantern contest. Prizes are awarded for the biggest and best pump-

Local artists take painting seriously, practice on home windows in adva

Merchants conduct "Store Window Guessing Contest," for grammar school children.

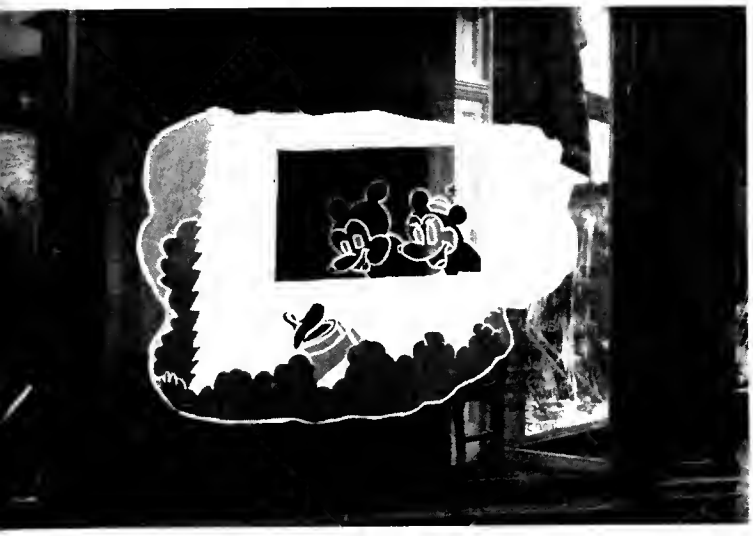
"Broomstick Race," one of most popular children's games at park party, Halloween night.

Recreation director Bozenski, radio announcer Kilbourn, during local broadcast of party.

Hallowe'en Comes to Torrin

"Balloon Blowing Contest" sure takes a lot of wind! Clowns supervise.

Some of the home made jack party. Children start modeling Pumpkins become scarce as fo



aint" of Bon Ami and dry colors easily washes off, is unaffected by rain.

"Ree" clowns, mostly local merchants interested in children, entertain under lights.

n, Conn.

Even the littlest ones march in parade with their parents, for this is a family affair.

Witches, ghosts, gypsies, many that defy description, follow band around ball park.

in contest which opens the park
n advance. Hundreds are entered.
fearsome or jovial countenances.

Thousands of adults attend and enjoy affair. Many volunteer to help.

kin lanterns. Hundreds are entered, and children start modeling their lanterns days in advance. Pumpkins become a scarcity in the city. Most of the entries show that the children spent much time and thought in their preparation. Jack-o'-lanterns of all sizes, shapes and facial expressions are entered, and the judges have a difficult time selecting the winners.

While the judging is in progress, the recreation department's clown band and clown troupe entertain the crowd. The clown troupe consists of several of the local merchants and volunteer adults who assist with the program.

Children's games are then conducted for a half-hour period. These include broomstick races, balloon blowing contests, shoe scramble, and many other exciting events.

The "Ree" clowns race along with the kids, keeping the crowd amused with their antics. The spectators join in with the spirit of the occasion, cheering for their favorites.

Immediately following the game session, a community sing and entertainment program starts, with professional talent featured. The master of ceremonies leads the entire crowd in the singing of old-time melodies.

The big costume parade is next on the program. The route of march is around the quarter-mile track circling the ball park. Hundreds of children and their parents march in the parade, which is led by the clown band. They wear a fantastic variety of costumes. There are witches, ghosts, gypsies, clowns, patriotic figures, hoboes, and many that defy description. The paraders march in different age groups, and several prizes are awarded for the best costumes in each group. Everyone has a royal time singing, shouting, laughing, and the marchers present a wonderful sight in their costumes—which bring out rounds of applause and howls of laughter as they pass the spectators' stands. The folks really enjoy it!

Just as the parade is over and the final prize presentations are being made, the wail of a siren can be heard. This is the signal that the mystery voice, in the person of Mr. Jack-o'-Lantern, is entering the park in his pumpkin coach. The crowd is awed at the size of the coach, and a great roar comes up from the children, as the float reaches the judges' stand and Mr. Jack-o'-Lantern steps out. The winner of the mystery voice contest is then announced, and prizes awarded to the happy child.

Every year a surprise feature closes the celebration. Last year, it was a beautiful display of aerial fireworks.

Teen-agers are not forgotten on Halloween night. Their Halloween party and dance is held at the spacious Torrington armory, with the best dance band in the city providing the music. This is open to all teen-agers, and no admission is charged.

Residents of Torrington no longer dread the Halloween season. Instead, they look forward to the annual celebration which brings such happiness to the youngsters. Why not plan a community celebration for your city?

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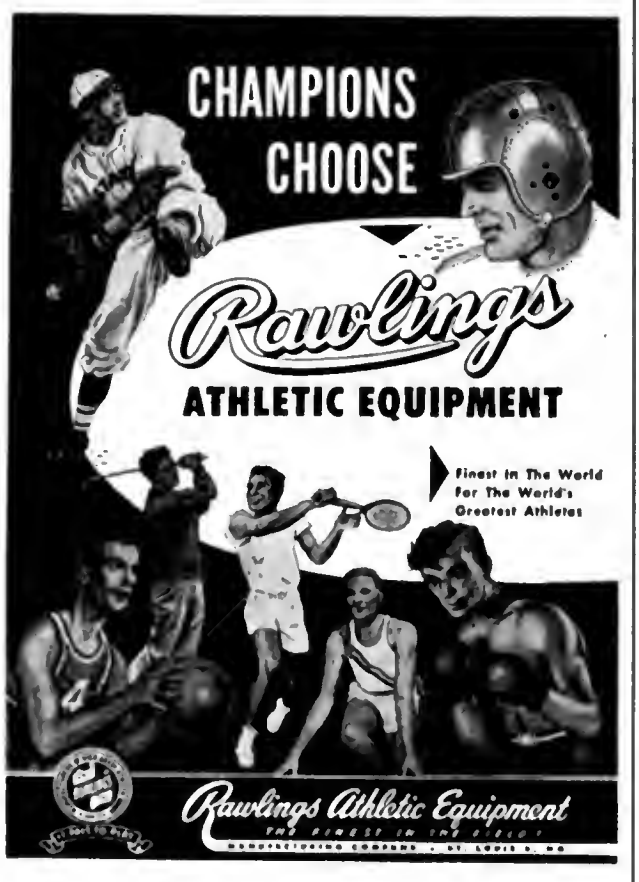

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How the recreation executive appraises his own performance*

To appraise his own performance on the job, the recreation executive must (1) have adequate firsthand information about how his organization is functioning in order to determine in his own mind what kind of job he is doing, and (2) have adequate sources of information to ascertain public opinion on what kind of job he is doing.

The successful executive knows and is satisfied with what his organization is doing and, at the same time, has his ear close enough to the ground to know that the public is with him on at least eighty per cent of his work at any given time. The executive needs to give first consideration to sounding out public opinion, at the same time, trying not to lose sight of the related importance of devising and reading departmental reports and studies and delving into other means for measuring internal administrative performance.

Some of the things helpful in appraising work from *within* are:

1. *Staff meetings*—only when there is something definite to talk about.

2. *Departmental reports*—prepared in such a way that trends and performance can be evaluated. Regular reports should be kept to a minimum, with more emphasis on one-time or special reports, as needed.

3. *Personal inspections*—and contacts with the various segments of the organization. There is no substitute for observing operations firsthand.

4. *Use of a research assistant*—whether someone is employed for such a purpose or whether the duty is assigned to a regular employee, such as the department clerk.

5. *Use of "standards" or "yardsticks"*—for measuring departmental performance. Yardsticks can be obtained from visiting other cities, spending several hours or a day observing operations, asking questions about costs, and so on. Make a point of visiting several cities each year to observe their various operations. Yardsticks can be obtained from numerous publications, including *The Recreation and Park Yearbook* and the *Schedule for the Appraisal of Community Recreation*. And last but not least, meetings, such as the National Recreation Congress, furnish much valuable information that can be used by an executive to compare and evaluate his own and his organization's performance.

Techniques in appraising work from *without* include:

1. *Talking to the "man on the street"*—Take time regularly to drop into the bank, the corner drug store and the luncheon club, and spend a few minutes talking about what's going on in the city. The executive should try to maintain relations with his "opposition" as well as with his "boosters."

2. *Making use of reporters' ears and eyes*—It is helpful if the executive's relations with the press and radio are such that he can get their frank opinion of various department programs and learn what they hear on the street.

3. *Maintaining informal commission relations*—The executive should supplement his meetings with frequent individual conversations with his chairman and the members on the topic of "What do you hear?" or "What do you think the public's reaction would be to so and so?" Care must be exercised in this connection, however, to safeguard the executive's responsibility for independent thinking and action.

4. *Using department employees as public opinion surveyors*—In a small city the executive should know the names of all of his workers, and in a large city the executive should know the supervisors and directors in his department. If so, he can effectively stop and chat with them on what the public thinks about the new city plan for recreation areas, or the proposed schedule of fees and charges, or the need for more indoor centers. If your secretary rides the bus to work, she can furnish you invaluable information on what the public is saying about your work.

5. *Knowing the neighborhood "mayors"*—An executive should be acquainted with the "natural-born" politicians in the several sections of the city, so that he can and does spend a few minutes with them wherever he happens to meet them—whether it be in the barber shop, the court house, at the ball game or on the street corner. These men, often without formal education or training, can tell you more in five minutes about what the public is thinking than Dr. Gallup could in five hours. They may be the court clerk, a used-car dealer, an insurance agent, a neighborhood store owner, a judge or the retired mayor—but whoever they are, the executive should spend a few minutes with them each week, talking about the community news of the day.

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*Adapted with permission from "How the Manager Appraises His Own Performance" by Kent Mathewson, City Manager, Martinsville, Virginia. *Public Management*, December 1951.

Notes . . .

Building Costs

• The mounting cost of building construction is illustrated by the following statement that appeared in the December 1951 issue of the *NEA Journal.*

"From 1939 to September of 1951, the overall cost of school construction had more than doubled. In just one year's time—from 1950 to September 1951—construction costs rose by nearly eight per cent. A classroom with related facilities which would have cost $13,000 in 1935-1939 cost $28,000 in 1950, and would cost an average of $30,000 today. As a result, the United States Office of Education's estimated minimum need of 600,000 new classrooms by 1957-58 would cost $18 billion as against $7.8 billion for equivalent construction in 1939."

Trends and Forecasts in Planning*

• In an article under this title Hugh R. Pomeroy, Director, Department of Planning, Westchester County, New York, points out that we are in the midst of a revolution in planning, arising principally from the effects of the automobile and the changing characteristics of building and land-area design. A number of his comments have special significance to recreation workers.

"The old measures of planning, brought right up to date, will still not be enough in many cities. A playground may counteract the forces fostering juvenile delinquency, but it cannot correct bad housing conditions. . . . I observe only that if we must err in redevelopment—and we shall—let us err in the direction of tomorrow, and in this I mean in the direction of spaciousness and low density.

"What do we need to know in order to plan? . . . Above all, we need to know what we don't know. A slide rule or coroptometer can't make a mistake, but the buyer who operates it can.

"I am concerned with the desire of a child for a place to play, as against a decision by the city that it can't afford to provide it. I am concerned with the long-term interests of the community as set against, for instance, the pressures of short-interest land developers or land peddlers.

"Remember, too, that . . . it isn't practical to skimp on land and space. Everything that you build will someday be obsolete—except perhaps some great work of civic art—but space never becomes obsolete. We are building streets, neighborhoods, and public buildings that should be good beyond the end of this half century. We must certainly do more than partly catch up with the needs of yesterday."

Unconstitutional

• Provisions in 1949 amendments to an act passed in the state of Pennsylvania in 1947, empowering township commissioners to adopt land subdivision regulations, have been declared unconstitutional in an opinion handed down by the Court of Quarter Sessions in Montgomery County, Pennsylvania. The 1949 law states that the owner of land to be subdivided "may designate on the plan whether streets, parks and other improvements are offered for dedication," and also, "the streets, parks and other improvements shall be deemed to be a private street, park or other improvement until the same shall have been accepted by the township by ordinance or resolution or been condemned for public use."

The court decided that insofar as the act grants to commissioners of townships of the first class the power to require subdividers to designate a portion of the land subdivided for parks, playgrounds and recreation spaces, it is "unreasonable, constitutes a taking of private property for public purposes without consideration and is therefore unconstitutional and void."

The court pointed out that since land may lie idle for years before the township decides to accept it or to condemn it for park purposes, the areas designated for park and recreation purposes "will become overgrown with weeds and bushes, they will be places for the surreptitious dumping of trash and garbage and a haven for immoral conduct. Instead of promoting public welfare they may adversely affect the public health, safety and morals."

Pennsylvania Plans, issued by the state planning board, comments on the decision: "One of the factors which might have supported a different decision is that these dedication requirements generally conform to an overall master plan and, as such, represent vitally needed recreational areas that the commissioners would not request if they did not plan to further develop and maintain them."

A Better Place to Live

• "What Recreation Means to My Community" was the topic of a panel of mayors at a New Jersey League of Municipalities convention. Following the discourse by the mayors, a spirited discussion among the people attending, took place. Persons from the floor asked several questions. The first was, "How could recreation help stabilize the tax rate?" Mayor Scott of Bloomfield stated that recreation helped stabilize the population by making the community a desirable place to live. It also encourages permanent business and industry to settle in the area. People moving into a community ask what opportunities are available for the children, to aid their growth and development. Mayor Biertuempiel reported that many people moving into Union want to know how close their property is to the nearest playground and other recreational facilities. As an additional comment, Chairman Mitchell said that in planning the development of towns, ten to twelve per cent of the total acreage should be reserved for open space, which should include recreational facilities.

In reply to the question, "What can be done about congested city areas where space is at a premium?" the mayors advised the recreation committees to cooperate wholeheartedly with other organizations, such as the board of education, churches, "Y's," and so forth. They also reported that in considering the welfare of the people, the expense involved in condemning areas

* Quoted from *Public Management.*

for the Administrator

and reclaiming lost land would justify the expenditures.

In response to the last question, "Should recreation departments have Sunday activities?" the group felt that action should be based on the local mores and traditions of that particular community.—ROBERT D. SISCO, *Treasurer, Public Recreation Association.*

A Survey of Recreation Departments in Wisconsin

• The Wisconsin Recreation Association has been one of the most active among state recreation groups in the gathering of information for the benefit of its members. One example of its activities is a report issued late in 1950 by its research committee (Mr. Pat Dawson of Janesville, chairman), relating to various phases of the service of recreation departments in Wisconsin. Reports were received from twenty-eight cities, and the replies were summarized in three separate sections, each dealing with cities in a population group. These reports covered three classes: "A" cities of 50,000 and over. fifteen class 'B" cities between 15,000 and 50,000 and ten class "C" cities with population under 15,000. Most of the cities submitted information on all the questions covered in the inquiry, and the report gives an excellent picture of procedure in Wisconsin cities.

From the many items covered in the report the following have been selected as being of wide interest:

Car Allowance—All of the class "A" and "B" cities reporting provide a car allowance, and a majority of the class "C" cities do likewise.

Conference Allowance—An allowance for attendance at conferences is granted in all but one of the cities submitting information.

Woman Assistant—The two class "A" cities reported a woman assistant to the executive, but only three of the smaller cities report such a worker except during the summer months.

Man Assistant—Ten of the cities reporting employed a man assistant, presumably on a full-time basis.

Budget Increases—In 1950, fourteen cities had a larger budget than in 1949, five had the same budget and five showed a slight decrease. The figures do not include maintenance.

Playgrounds—A major portion of the report related to summer playground operation and the following are a number of major items relating to this part of the program.

A total of 294 playgrounds were reported, seventy-six of which, in eight cities, were lighted for night use. The length of the playground season varied from six weeks in one city to twelve weeks in another city, with eight-week and ten-week seasons reported most frequently. A five-day week is most common, but a few cities reported their playgrounds open five and a half days. Milwaukee reports some of its playgrounds open, with limited leadership, seven days per week.

Considerable variation is recorded in the hours during which the playgrounds are open, but in most cities the program is carried on morning, afternoon and evening. Morning hours are usually from 9:00 to 12:00, afternoon hours from 1:00 to 5:00 and evening hours from 6:30 until dark. In a large majority of the cities, playgrounds are closed for an hour or more at noon; a smaller number close the playgrounds during the dinner hour.

Both a man and a woman are employed as leaders in a majority of cities; two such leaders were reported at 201 playgrounds. At forty-three playgrounds in eleven cities a woman leader only was reported, and at thirty-four playgrounds in twelve cities the only worker was a man. The hours per day served by the leaders vary from six to ten, but in a majority of cities, working hours vary from seven to nine daily. Specialists or supervisors are employed in most of the cities above 15,000, with the class "B" cities averaging four such workers per city. Only three cities under 15,000 report special workers, but these average about three per city.

Apparatus—Detailed information was assembled with reference to the number and types of apparatus and equipment provided on the playgrounds. The following is a summary of the results. Madison was the only class "A" city which reported on the number of apparatus units. The figures in parentheses represent the number of cities reporting the number of units.

Types of Apparatus	*Number of Cities Reporting*	*Number of Units Reported*
Sand Boxes	24	101 (13)
Swings	23	223 (13)
Slides	20	55 (12)
Horizontal Bars	19	66 (13)
Horizontal Ladders	18	55 (9)
Teeters	18	144 (11)
Jungle Gyms	16	68 (10)
Traveling Rings	16	16 (4)
Merry-Go-Rounds	13	34 (9)
Climbing Ladders	9	22 (5)
Climbing Poles	8	12 (4)
Tree Climbs	2	1 (1)
Balance Beams	2	1 (1)
Basketball Goals	24	133 (12)
Bean Bag Boards	19	112 (9)
Permanent Volleyball Posts	16	45 (8)

Other sections of the report contained detailed information as to salary scales for the playground workers, athletic officials and other personnel, entry or per session fees for activities and maintenance costs.

"That the boy will play is inevitable. Where, what, and how he plays should be the serious concern of those who are interested in his future."—From *Boys Clubs.*

Teen-Age RHYTHMS

Anne Livingston

RHYTHMIC ACTIVITIES are becoming as popular with teen-agers these days as jive and television. The fun is in the challenge of having to be alert and ever precise. Besides, being "hep" to rhythmic games has proved good training for swinging and swaying on the dance floor.

The following offer a few suggestions for recreation with rhythm:

Snap—3/4 Rhythm

Formation—Leader, who is "It," faces group. Players number off and sit in line or semi-circle.

Action—The leader begins by practicing the following rhythmic motions: slap own thighs (count 1); clap own hands (count 2); snap fingers (count 3). The rhythm must be smooth and even. On the snap, "It" calls a number and the person whose number is named must call another number on the next snap. This person calls another, and so the action continues. Only numbers are used which include the group. If anyone fails to call a number on the next snap after his number has been called, he goes to the foot of the line and all players move up one place, changing their numbers as they do so. The object of the game is to reach and stay in the number one chair.

Note: After the group has played this game, it is a challenge to see if members can continue while someone plays a waltz. Since the heavy beat of the waltz is its first, and the game "snap" accents the third beat, it is difficult to coordinate.

Variation—4/4 rhythm

In this, clap own thighs (count 1); clap own hands (count 2); snap thumb and third finger of left hand (count 3); snap thumb and third finger of right hand (count 4).

Action—A player calls his own number on the first snap and another person's number on the second snap. That player then calls his own number on the following snap and another player's number on the fourth. Each player repeats the action when his number is called.

Variation—4/4 rhythm

This is fun for those who like to concentrate and think fast. The action is the same as in the above variation, but players do not call their own number. On the first snap, the player calls another number and on the next snap, names a city. The person whose number was called, calls a number on one snap and, on the next, names a city which begins with the last letter of the city just named.

Example: Slap, clap, 3, Chicago
Slap, clap, 6, Omaha
Slap, clap, 8, Atlanta.

Double Patty-Cake Polka

Music: "Little Brown Jug" or anything in polka rhythm. This is the simple and popular mixer, with a double patty-cake.

Formation—Couples face each other, with both hands joined.

Action—Man starts with left foot and lady with right. Heel-toe-heel-toe (touching to left side); slide-slide-slide-slide (hold), moving to man's left. Repeat above, alternating feet and moving to right. Clap own hands twice, partners right hand with your right twice, your own hands twice, partners left hand with your left hand twice, your own hands twice, your partner's two hands twice, your own hands twice, your own knees twice. All join elbows with own partner and turn once around, returning to original position; then all move to own left to face new partner. Repeat several times. The rhythm sounds like this: Heel, toe, heel, toe and slide, slide, slide, slide; heel, toe, heel, toe, and slide, slide, slide, slide; clap clap, right right, clap clap, left left, clap clap, both both, clap clap, knees knees; turn—and move to the left.

Peas Porridge—4/4 Rhythm

Formation—Four or six persons seated in a circle. There can be more, but there must be an even number. (This is the "old" version changed to the "teen" version.)

Action—(1) *Peas porridge hot* (All clap thighs once, own hands together once, clap hand, once each, of persons on either side); (2) *Peas porridge cold* (Repeat above.); (3) *Peas porridge in the pot* (All clap thighs once, own hands once, clap hands crossing—girl using left hand, clapping right hand of boy to right. This is on words, *in the*.

MRS. ANNE LIVINGSTON *is a leadership training specialist on the staff of National Recreation Association.*

All clap own hands once on *pot.*) ; (4) *Nine days old* (All clap hands, crossing—girl using right hand, clapping left hand of boy to left on word, *nine.* All clap own hands together once, all clap hands with persons on both sides on word, *old.*)

Repeat all indefinitely, going faster and faster. If a person breaks the rhythm after this is played a few times, he sometimes is made to pay a forfeit.
Note: This can be played in couples—four couples number off, with 1-5, 2-6, 3-7, 4-8, as partners. If a person misses the rhythm, he and his partner leave the circle.
Suggestion: Whether there is a large or small circle, it is helpful to number off, one-two, around the circle and have all "one's" cross with left hands while "two's" cross with right hands. (See 3 and 4 above.)

Square Dance Has Rhythm

"All American Promenade"— (Suggested by "Doc" Alumbaugh of Altadena, California.)
Record: Windsor 605, or any good lively march tempo.
Formation—Double circle facing counterclockwise around the room. Partners join hands. Start on outside feet.
Action—Walk forward four steps, turning on the last step to face opposite direction (turning in toward partner) and joining opposite hands. Walk backward four steps, turning on the last step to face original position, join inside hands. Repeat the step. Walk forward four steps, clockwise, turning on last step to face opposite direction; join opposite hands. Walk backward four steps, clockwise, turning to face opposite direction on fourth count.

For the second part, starting on outside feet, step (balance) away from each other (inside hands are still joined), close inside foot to outside foot, step toward each other on inside feet, close outside foot to inside foot. Partners exchange sides by having lady cross in front of partner with four steps. Lady starts with right foot and makes one complete turn, counterclockwise, as she crosses over. End with inside hands joined and standing away from partner.

For the next step, repeat last movement, but begin by balancing towards, instead of away from, partners.

Now, using four counts and four steps (man, left foot; lady, right), the man leads his partner across in front of him and over toward his right side, with his left hand held at chest height. The lady makes a complete right turn, clockwise. Gentleman releases lady's hand as she goes into turn and steps diagonally forward to his left to meet a new partner. His original partner may turn again while she progresses towards new partner.

Repeat the complete routine indefinitely. The count is: forward 2-3-4 turn; back 2-3-4 turn (counterclockwise) ; forward 2-3-4 turn; back 2-3-4 turn (clockwise) ; away and together; roll the girl to the center; together and away; roll girl across and back.

Coffee Grows on White Oak Trees—
3/4 rhythm, increased to 2/4

Formation—Couples form a ring, facing the center, which is occupied by another couple who swing each other during the first two lines of the song. as those of the ring join hands and promenade.

Action—At the beginning of the third line, the circle halts, and the couple in center choose two other persons to make four for a do-si-do swing.

Coffee grows on white oak trees;
Rivers flow with brandy-oh!
Go choose you one to roam with you
As sweet as 'lasses candy-oh!

2/4 rhythm—Chorus:
Four in the middle and you better get about!
Four in the middle and you better get about!
Four in the middle and you better get about!
And roam the earth all 'round-oh!

The do-si-do figure ends with chorus; the couple last chosen remain in the ring, and the game begins again. This is a very lively number, its appeal coming from the contrasting positions of activitity and waiting of the players—any moment one may be chosen to do-si-do next!

Another verse is:
Pepper grows where sneezes don't;
'Taters all taste dandy-oh!
Go choose you one to roam with you,
As sweet as 'lasses candy-oh!
Chorus:

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Alfred Elliott, Recreation Director, Greenwood, Mississippi

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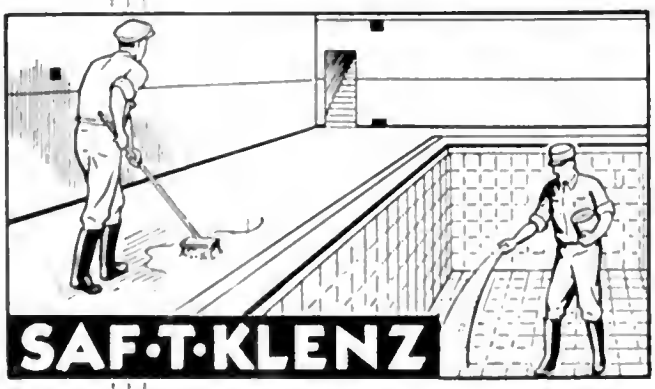

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The seventh anniversary of the day on which the United Nations Charter came into existence will be observed on October twenty-fourth—officially designated as United Nations Day.

As an aid in planning a celebration for this day, a booklet, *UN Birthday Parties,* and a packet of other materials may be obtained free of charge from the National Citizens' Committee, 816 Twenty-first Street NW, Washington 6, D.C. *Order your copy now!*

The books listed below are a few of the many publications, available from your public library or the publishers, which will be helpful in developing a program promoting international understanding.

GAMES THE WORLD AROUND. Sara Hunt and Ethel Cain. A. S. Barnes and Company, New York. $3.50.

CHILDREN'S GAMES FROM MANY LANDS, Nina Millen. Friendship Press, New York. $2.00.

THE WHOLE WORLD SINGING, Edith Lovell Thomas. (See "New Publications," page 312.)

AROUND THE WORLD IN SONG and SING IT YOURSELF, Dorothy Gordon. E. P. Dutton and Company, New York. $2.75 each.

INTERNATIONAL FOLK PLAYS, Samuel Selden. University of North Carolina Press. $5.00.

THE FOLK COSTUME BOOK, Frances H. Haire. A. S. Barnes and Company. New York. Out of Print.

THE COSTUME BOOK, Joseph Leeming. Frederick A. Stokes Company, New York. $2.75.

DANCE AND BE MERRY, Finadar Vytautas Beliajus. Clayton F. Summy Company. Chicago. Volume one, $1.50. Volume two, $2.00.

THE ART OF CHINESE PAPER FOLDING. Maying Soong. Harcourt, Brace and Company, New York. $2.50.

HOMEMADE DOLLS IN FOREIGN DRESS, Nina R. Jordan. Harcourt, Brace and Company, New York. $3.00.

FLAGS OF ALL NATIONS, Cleveland H. Smith and Gertrude R. Taylor. Thomas Y. Crowell Company, New York. $3.50.

IMMIGRANT GIFTS TO AMERICAN LIFE. Allen H. Eaton. Russell Sage Foundation, New York. Out of Print.

Basketball —*the Game Way* *

SIMPLE GAMES with a basketball help players learn basketball skills —ease in handling the ball, dribbling, shooting, passing, guarding, and their combinations. In addition, such games can provide fun when the number of players is either too small or too large —for a regular basketball game. Many of them can be used for local contests.

No Goal Basketball

Players—Any even number. Field—Any size field may be used, with boundaries on both ends and sides. A line 6 feet past each end is drawn. This constitutes the end goal zone. Formation—Players assume any positions desirable.

Game—Regular basketball rules will be observed, except that no baskets are used. Scoring is done by players receiving passes over the opponents' goal line. Two points are scored for each successfully caught pass over the goal line. The ball must be caught in the goal zone. The players may be guarded in this zone, observing regular basketball guarding rules.

Fifty Baskets or Lose

Players—Any even number. Field—One basket, or, if available, two baskets may be used. Formation—Players line up behind a starting line twenty feet from the basket. Two teams are formed.

Game—Each player in each team in succession takes a shot from the starting line. The objective of each team is to score fifty baskets to win.

1. Instead of each player having to recover the ball after he has shot, the player next in turn may retrieve it, and shoot from the spot of recovery. The game continues until fifty baskets have been made.

2. The game may be played by two persons, and, if desired, shots may be taken from any point at which the ball is retrieved.

Shoot and Dribble

Players—One or more. Field—One basket is needed. Formation—Players line up at forty-five degree angle to the basket, either left or right side.

Game—Three attempts are given each man to dribble in from the side of the basket and shoot with the right hand. The ball may be balanced with the left hand, but the impetus to the shot must be with the right hand. Three such dribbling shots are taken from the left side of the basket. One point is scored for each goal made.

One Goal Basketball or Half Court Basketball

Basketball played by two to eight players on a side can afford much excitement and one is more apt to learn such fundamentals as pivoting, faking and guarding. Rules are the same as in a regular basketball game, with the exception that each side tries for the same basket and game is started by one of the players tossing the ball between two opposing players. Instead of tapping the ball, players wait until the ball touches floor and try to recover it on the rebound. The ball is tossed up in this manner on all "jump balls." An out-of-bound line should be made approximately thirty feet in from the end zone. After a basket is made, player on opposing team puts ball in play from out-of-bound line.

Line Captain Ball

Players—Any even number up to twenty. Field—A space no larger than an area forty feet by forty feet will be satisfactory. Formation—Two teams are formed, each of which is placed in a straight line, parallel to, and facing at a distance of forty feet. Midway between the two lines, and equidistant from each end, two three-foot circles are drawn, each nine feet apart. A restraining line also is drawn for each team, over which they may not step. A captain and guard are chosen from each team. Each captain takes his place in one of the circles. Each guard takes his place near the opposing captain.

Game—The object of the game is for one team to get the ball into the hands of its captain. A point is scored for each successful catch the captain makes. Fifteen points constitute a game.

To start the game, the ball is given to the team winning the toss of a coin. This team will attempt to pass the ball to its captain. Captains must keep one foot in the circle, and team members may not pass over the restraining line which has been drawn. Guards are at liberty to rove anywhere within the restraining lines, but they may not trespass within the circles of the captains, nor may they interfere with the captains.

When a guard intercepts the ball, he passes it back to his team. Guards may not pass to their captains. After every two points of scoring, the captains and guards exchange places.

Two In and Drop Out

Players—Any number. Field—One basket. Formation—Players form in a straight line, approaching basket at an angle.

Game—Leading man dribbles in for a short shot. Player next in line recovers ball and shoots a short shot. When two successive baskets are made, each player who misses thereafter retires to side lines. Game continues until all have been eliminated.

---

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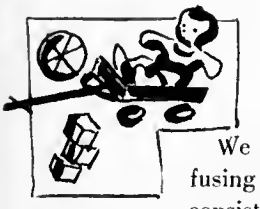
The Value of Play in Children's Homes

Helen Dauncey



We live in a confusing world. Its inconsistencies trouble adults, but by virtue of our years of living and our varied experiences we can view our problems with a sense of perspective. Children have their anxieties, fears and tensions, too —but to the child they may seem monstrous. The fortunate child who comes from a good home and a family where he is loved, and where he feels secure, gets a "connectedness" with his world, and the world beyond. This is basic to his happiness and in this situation his fears and worries may be but fleeting things.

The child who is pushed out into a frightening, unknown enviroment is the one who most needs the help of all adults in preserving his individuality, in giving him the best equipment with which to face the world, and in minimizing his doubts and tensions. Many children who come from broken homes—or from ones in which the situation is detrimental to growth and development—must live in institutions, either publicy or privately supported, for varying periods of time.

The play experience there, if properly supervised, can contribute much to health and happiness, now and in the future. If his background has been very bad—and many times it is—his physical needs must be checked before he can participate in vigorous physical activity. If his history reveals no discernible defects or handicaps, but his spirit has been bruised, then he needs much help in learning to get along with others in order to be comfortable and happy in his play.

When ne nrst has a chance to play with equipment or with friends, his shyness, loneliness and fear may be covered up by aggressive actions which antagonize others. Careful guidance is called for here, understanding patience rather than hurried decision to take away his privilege of playing with others until he can "learn to behave." His emotional needs should be of far greater concern than his ability to conform.

Although play activities must never be regimented, they should be guided, so that each child is helped to develop physically, to change social attitudes, and to grow in emotional control. Adults should consider it a privilege to have some part in this guiding process, through which the child may find himself and learn one of the fundamental lessons for successful living—the ability to get on with others.

Alas! Too many adult staff members in homes or institutions think of play periods as added chores. They consider their job in terms of food, clothing, shelter and the daily routine, and the other things can wait.

Since the present trend is to keep the child in an institution for as short a time as possible, and to place him in a foster home, or remedy conditions so that he may return to his own home, the time is short at best, and his social needs are not postponable.

The coined word used by the New York State Youth Commission is one which every staff member in a home should say daily. The word is *sarne*. It stands for security, affection, recognition and new experiences. These will be achieved by good planning and personal effort, rather than merely by large expenditures of money.

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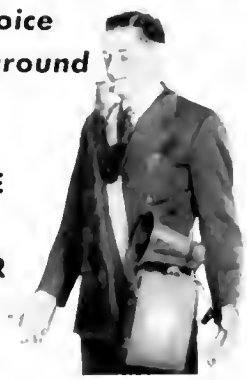

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these that physical skills and the ability to give and take are developed.

Climbing apparatus, swings, slides, basketball goals, hard surface areas for roller skating and games, level outdoor play areas, attractive indoor play rooms, all supply activity for a wide range of ages and interests.

Supplies (the expendable items) should be chosen with the needs of the children in mind, but in general should include balls of many sizes, bean bags, box hockey, table tennis, quoits, arts and crafts supplies, records and a record player, game room supplies (checkers, dominoes, puzzles, parchesi, and so on) dolls and doll houses, stuffed animals, books, building blocks, toys with which to play house or store, tables and benches built for children, a bulletin board, sand table, pictures, skill games, a trunk of old clothes for dress up, and a place for their collections. It is not enough to supply these things and then sit back. There must be leadership with skill and imagination to encourage their use and enjoyment.

The very young children will love pull toys, a packing box house, sand box and sand toys, a drain pipe to crawl through, steps to climb or an inclined board to run down; and for indoors—cigar box building blocks, milk bottle caps, paper containers, spools and many other everyday articles which imaginative children or leaders can put to a variety of uses.

As one visits institutions, the first step over the threshold gives the clue as to the kind of place it is. It has to be *more* than clean and orderly. Some places, although they may be clean, are so barren that your heart sinks, while others have used color everywhere; there are plants and flowers in evidence and the places look homey—not like a *home*. The visages of those in charge usually match the scenery.

If there is one thing above all others that an institution child needs, it is an atmosphere of warmth and attractiveness, both in his physical surroundings and in the personalities of those who work with him.

Unfortunately, some staff people, just as some teachers, see their job as one of discipline and order rather than one of friendliness and a chance to be of service. Some have great limitations when it comes to entering into physical activities, but they may have skill in helping to plan social programs—a holiday observance, a birthday party, a picnic or getting up a show. These are just as important as the games.

Some have the good sense to secure leaders in the community to do the things they know are needed but which they feel inadequate to do themselves. If their interest and support of any activity is known by the children, it matters not who actually does it.

Too many community organizations and individuals have a twinge of conscience at Christmas and Easter, with the result that children's homes are usually surfeited with gifts and food on these two days. A weekly date to work with the children—telling stories, teaching rhythms, playing games, doing crafts or just being with them—would be much more lasting and infinitely more helpful.

There are potential volunteers in every community who, if approached in the right way, would be glad to help with the program. The pleasure of the youngsters would more than repay them for the time and effort given. It is their time and interest, not money, that is so greatly needed.

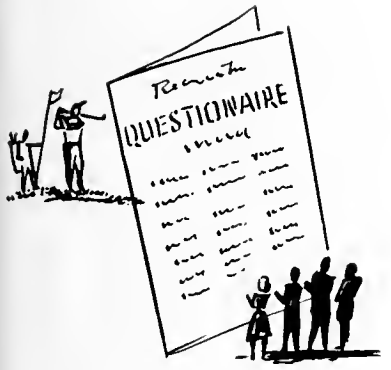
The role of a houseparent in an institution is not an easy one, any more than being the mother of a family is a simple task. It is a round-the-clock job, with many little emotionally disturbed souls coming and going.

Some of them have had to cope with problems that would floor an adult. For them, the institution is home and security, for a short period at least. Every bit of fun and laughter and good times that it is possible to arrange should be theirs.

It is my belief that the play and recreation program can be of inestimable value for all children, if it is varied enough, if it is done with a spirit of enjoyment on the part of the leader, and if it has a deeper aim than just entertainment.

Until such time as trained leadership is available, most of the activity must be handled by the staff, assisted by volunteers. The results are too far reaching and too important to allow it to be a hit or miss proposition.

Public Opinion Aids Park Officials



1951 Peoria Park District Survey

FEW RECREATION and park departments give the public an opportunity to share in the development of plans for facilities and programs, although the public relations value of such participation is widely recognized. Therefore, a public survey sponsored in June 1951, by the Pleasure Driveway and Park District in Peoria, Illinois, is of unusual interest. Its purpose was twofold—to make a qualitative analysis of the district parks and park facilities and to secure information that would enable the park trustees to plan intelligently a program to encourage the better use of park facilities by more Peoria people.

Using professional resident interviewers, under the direction of Midwest Opinion Associates, Peoria officials presented questionnaires to the heads of nine hundred homes scattered throughout twenty districts of the city and park district extending into the county. The interviewers, and other personnel involved in compiling the survey and report, donated their time. Every effort was made to insure complete accuracy in the results, and only proven and accepted techniques were used in developing the data.

Nearly ninety-five per cent of all respondents indicated that they, or a member of the family, visited Peoria parks during the preceding year, and three-fourths of them go to the parks weekly, or oftener. More than forty per cent visit the parks to use the playgrounds. Baseball, picnics and going to the zoo, in that order, are the next most popular attractions. Swimming was mentioned by only fifteen per cent of the respondents, but this may be due to the fact that the interviewing was done in June before the very hot weather set in. More than ten per cent of the families mentioned band concerts and floral displays as reasons for visiting the parks.

Active sports, such as golf, tennis, swimming and baseball are twice as popular with the frequent as they are with the infrequent visitors. This would seem to indicate that facilities for active games encourage regular use of the parks. Other activities did not show a significant difference on the part of those who visit frequently as opposed to those who do not.

More than three-fourths of the respondents indicated that they consider the parks excellent or fair, the higher percentage of satisfied park users being those who go frequently.

On the matter of improvements, one-half of the frequent visitors could suggest at least one definite improvement, but only one-eighth of the infrequent visitors were able to offer suggestions. Nearly forty per cent of those interviewed suggested improved playground equipment or picnic areas. Only one-fourth of the respondents requested an improved zoo. A miniature golf course was among the facilities requested on some of the questionnaires.

Three-fourths of the people go to the parks by private automobile, the rest by bus or other transportation.

Only one-half of the people indicated they would definitely go to Detweiller Park to visit a zoo or small animal farm. Among the wild animals Peorians would like to see at the zoo, bears are most popular, followed by lions, tigers and elephants. Horses are the most popular of tame animals, followed by cows and pigs. Monkeys are the favorite small animal, and peacocks and parrots are the most popular birds. Only two per cent showed no special choice of animals, and more than twenty-five per cent would like to see all kinds of small animals.

Peoria people are not sure in their own minds whether the playground and recreation board is part of the park system: one-half of the respondents believe it is, twenty per cent feel that it is not, and the remaining thirty per cent admit they do not know.

In making decisions, based on this survey, the importance of the cost involved in the development and promotion of an activity must be carefully weighed. Recommendations offered are:

1. Careful analysis of the playground facilities should be made. Where feasible, new and improved equipment should be added and the number of playgrounds increased.

2. Picnic areas should be carefully checked as to number and facilities now available. Addition of picnic areas in the less popular parks should be given special consideration.

3. The miniature golf course mentioned as an improvement should be checked into further, and if there is enough interest, one should be developed, provided space is available in a good location. This is especialy important from a cost standpoint because, with sufficient interest, such a project would probably be self-supporting or even profitable.

4. The present zoo should be enlarged and improved, if funds are available. This can probably be done at a relatively reasonable cost because of the high degree of interest in smaller, more common animals. Any expansion here should be thoroughly advertised and promoted.

5. Band concerts should be more highly advertised and promoted.

Asphalt and Concrete Surfaces

● Many specific questions relating to the surfacing of recreation areas were submitted to a national committee on surfacing recreation areas, in response to a questionnaire sent out early in 1951. A number of these, which related to asphalt surfaces, were referred to the Asphalt Institute in New York City; those relating to concrete, to the Portland Cement Association of Chicago, Colonel Walter F. Winters, chief engineer of the institute and Joseph N. Bell, manager, public relations bureau of the association, provided answers which are reproduced below.

Asphalt

Q. "*Is it more expensive to resurface badly cracked and deteriorated paved surfaces or to replace them completely?*"

A. It is very difficult to define the condition of a surface which would be more economical to replace than to resurface. For example, on a badly cracked concrete surface which is broken into comparatively small pieces and is badly distorted, it would likely not be economical to resurface, since the distortion of the concrete might continue and be reflected through the asphaltic resurfacing. However, material of this type can be salvaged as a base. It can be broken and jammed into the grade with pneumatic hammers, capped by approximately four inches of good granular material and an asphaltic resurface, about two inches in thickness, placed on the granular lift with excellent results. In general, it can be said that it is less expensive to resurface than it is to replace a recreational area.

Q. "*What is the best way to resurface clay courts with asphalt? What kind, foundation, aggregate, and so on?*"

A. The clay soils should be removed, if possible, to a depth of five to seven inches if a stone type of base is to be used. A plastic clay, such as is used in tennis courts, will contaminate a stone base by pulling in and holding moisture which tends to soften the base materials and affords inadequate support to the asphalt surfacing. An inch of screenings or sand worked into the soil in the bottom of the excavation will tend to seal out the ground waters. Four to six inches of granular base, consisting of crushed stone, slag or gravel, should then be topped by several inches of asphaltic concrete. It is always advisable to provide adequate drainage for an installation of this type.

Q. "*We have been in the practice of using sheet asphalt similar to that used on streets but find it tends to crack. It is felt that the reason for such cracking is because heavy traffic is lacking. Our surface becomes brittle and consequently splits. Would rubberized surfacing be our answer?*"

A. A heavier penetration asphalt is normally used in sheet asphalt construction than in asphaltic concrete. If care is not used in preparing the sand mixes, the penetration of the asphalt may again be lowered by excessive temperatures. These conditions may be the cause of cracking in your sheet asphalt. An asphaltic concrete, using stone or gravel, has less tendency to crack than the sheet asphalt mixes, and if a high sand content is carried in the asphaltic concrete mix, a dense, smooth surface can be provided which is very similar in appearance to the sheet asphalts. In addition we should never lose sight of the fact that maintenance of some type is necessary from time to time to reduce the cracking condition. The time to seal an asphaltic surface can be determined only by inspection. However, in some locations it may be advisable to seal a surface within five to eight years after its original installation.

Q. "*We use a blacktop area for an ice rink and games area—we have some cracking of the asphalt. Do others report damage from ice rink construction?*"

A. It is doubtful if the fact the area is used as an ice rink would have any particular, detrimental effect on the asphaltic surface. It is possible that some cracking may occur in the surfacing. If these cracks are sealed and routine maintenance provided, it should serve satisfactorily as an ice skating rink, provided the original construction was adequate.

Q. *"Is there any way one can limit the seepage of water from a flooded blacktop area, to better facilitate ice freezing for skating?"*

A. Apparently the area referred to is either a porous mix or it is cracked to some extent. In either case, a seal constructed by spraying the entire surface with about 0.2 gallons per square yard of an RC-4 or 5 and covered with coarse sand or stone chips will solve the problem of seepage.

Q. *"We have a new asphalt multiple-use area, two hundred feet by one hundred eighty-nine feet, with a spray painted surface. The paint gives a good surface for shuffleboard, roller skating, or dancing, but tennis and basketball players say it is too slick. The winter freezing chips the paint some. Can you get a smooth surface without slickness? Is there a way to eliminate repaintings? Is there an engineering minimum on subsurface drainage? (We went to considerable expense on this.)"*

A. A number of multiple-use areas have been constructed in the country on new asphaltic concrete, using the plastic type of paints. These paints are often applied with a squeegee in a multiple course of application. The first coats are normally filler coats which tend to fill up the small voids in the surfacing. Color coats are then applied followed by several clear coats of plastic paint. This method of finishing a multi-use area seems to be quite satisfactory, and provides a surface, if dry and not waxed, which can be used for tennis and basketball. A periodical repainting with a clear coat of paint will likely be necessary.

It is virtually impossible to say what the minimum amount of subdrainage installation would be on any particular construction. The type of soil is usually the governing factor. In an open, free draining soil, little or no subdrainage installations are necessary.

Q. *"What is the best method of retarding the melting of ice on asphalt courts flooded for use as skating rinks?"*

A. The application of sand is probably as effective as any other material. However, portland cement can be applied, or a thin wash of either lime or cement. If sand is used, it need not be applied to a thickness of greater than one to one and one-half inches. The depth of the water over this sand should be maintained at not less than two inches at the crown of the court.

Concrete

Q. *"Is it more expensive to resurface badly cracked and deteriorated paved surfaces, or to replace them completely?*

A. It will probably be more expensive to replace the concrete, but you will almost certainly get greater returns from the money invested. If the pavement is badly cracked, as described, then the subbase is probably to blame. Resurfacing does not correct a bad subbase, and the cracking may eventually occur in the new surface in approximately the same locations. While the initial cost will be greater to remove the cracked pavement, correct faults in the subgrade and place new concrete, in the long run it will pay off in longer service life and reduced maintenance and repair bills.

Q. *"We would like to use the concrete areas for roller skating but have not solved the problem of the expansion joints interfering with the skates."*

A. Normally expansion joints are not recommended in roller skating rinks, as this type of joint usually creates a bump, or the sealing material adheres to the wheels of the skates. Brass dividing strips, to allow for contraction only, are recommended.

But where existing concrete built for other purposes is employed for roller skating, it is recommended that this be done: remove all joint sealing tar or asphaltic material to a depth that will permit bond between the concrete and new sealing material; following recommendations of the manufacturers* of asphalt-rubber composition, thoroughly clean the crevice of foreign matter and fill with the new material to surface level; make sure that the joint is watertight and that the composition is not extruded.

Q. *"Interested in concrete tennis court construction with curb built around the courts so they can be flooded to provide ice skating in winter."*

A. It is hardly necessary to say that repeated cycles of freezing and thawing are severely punishing to any type of pavement, and surface scaling sometimes results. It has been only in recent years that an answer to this problem has been developed by the portland cement industry. Air-entraining portland cement is now used by nearly all northern states in building concrete pavement resistant to "frost action" or repeated cycles of freezing and thawing, and to the action of chemicals used to melt pavement ice.

But this in itself is not a recommendation that a tennis court pavement be intentionally subjected to such punishment. A tennis court with a true surface costs a good deal of money, and should be well protected, not endangered. Without sermonizing, making such courts into double-duty pavement may well be a case of "penny wise and pound foolish". The added winter income may be largely expended in spring and summer repairs, and by loss of income during resurfacing or replacement operations.

However, if the primary purpose of the court is for ice skating, and the tennis court of secondary importance, then air-entraining portland cement should by all means be used to make the concrete. Where air-entraining portland cement is not available, an air-entraining admixture should be used. In addition, all joints should be thoroughly caulked before flooding. A marshy subgrade is a serious hazard to pavement of all types, even concrete, which has

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*The following are names of companies known to be producing asphalt-rubber composition. It is suggested that they be contacted for comments as to whether their products will serve the specific purpose mentioned.

"Paraplastic," Servicized Products Corporation, 6051 West 65th Street, Chicago 38, Illinois;

"Carcylastic," Phillips-Carey Company, Lakeland, Cincinnati, Ohio; and

"Sealz," Dispersion Process, Incorporated, Rockefeller Center, New York City.

strength to bridge small weak spots. When water seeps through joints to freeze beneath pavement, serious damage can result.

A well-designed court of air-entrained concrete, protected against seepage of water into the subgrade, will probably give many years of excellent service in the dual role suggested.

Q. *"We built tennis courts with curb around for ice skating, but alternate freezing and thawing broke off the 'skin coat.' Patching places where surface was broken proved unsuccessful. How should we resurface these courts?"*

A. (See previous question.)

A "skin coat" is more or less useless for pavement subjected to repeated cycles of this type.

The surface of the existing court should be thoroughly cleaned and roughened with a scarifying tool to assure good bond between new and old concrete. Three inches of air-entrained concrete reinforced with welded wire fabric weighing at least seventy-eight pounds per one hundred square feet is recommended. Expansion joints should be placed in the resurfacing directly over any expansion joints in the old slab, and the grooves tightly sealed.

Q. *"What are best colors to reduce sun glare on game courts?"*

A. Green. Various shades of brown and black seem to be among the most popular colors for stains. As to use of such preparations, the directions of the individual manufacturers should be followed. They will undoubtedly be glad to render advice on colors and application.

PEOPLE AND EVENTS . . .

Mrs. Sigmund Stern, member of the recreation commission for over thirty-three years, was recently awarded an honorary membership in the California Recreation Society—in appreciation of her magnificent record of service in public recreation. She has been appointed and re-appointed by four San Francisco mayors.

V. W. Flickinger, chief of the division of parks in Ohio, and Frank D. Quinn, chairman of the Texas state parks board and president of the National Conference on State Parks, were awarded the Cornelius Amory Pugsley silver and bronze medals, respectively, for outstanding service in park work.

The Virginia Recreation Association's first Layman's Award for service to community recreation, went to Matt C. Huppuch of Arlington.

An editorial honoring Guy L. Shipps was published in the *Midland Daily News* (Michigan) on March 17, 1952. The editorial recognized the many years of outstanding public service which Mr. Shipps has devoted to his community.

* * * * *

John J. Considine, chairman of the in-service training committee for the American Institute of Park Executives, and general superintendent of the Detroit Department of Parks and Recreation, attended the Olympics at Helsinki in July. "This will give me an opportunity to study the physical arrangements and confer with the authorities in Helsinki on the various ways in which these facilities can be adapted to multiple use," he said before leaving. "My visit will not limit me to Helsinki, for I expect to tour other European countries and see what they have to offer in the line of public recreation."

Mr. Considine is on the committee planning the convention hall and exhibits building in the Detroit Civic Center. Any ideas derived from his European visit will be incorporated in these structures.

* * * * *

Gilbert L. Skutt, superintendent of parks in Los Angeles since July 1936, retired May 1, 1952. He was head of the Pasadena Park Department from 1923 until assuming the Los Angeles post. Mr. Skutt supervised the building of thirty-two new Los Angeles playgrounds, nine swimming pools, the Hollywoodland Girls' Camp, and the improvement of fifty older playgrounds. He was the first president of both the Western Shade Tree Conference and the California Society of the Institute of Park Executives. He has served terms as vice-president and president of the National Institute of Park Executives, and was on the board of directors for many years.

Arthur E. Demaray, director of the National Park Service from April to December, 1951, retired after forty-eight and one-half years of service with the federal government. He has received the Cornelius Amory Pugsley gold medal, for outstanding contributions to the park field.

* * * * *

Obituary Notes

Weldon B. Wade, executive secretary of the American Institute of Park Executives, from August 1950 until his death in June of this year, was superintendent of recreation in Sycamore, Illinois, from 1937 to 1941, and was in community organization work for the Federal Security Agency from 1941 to 1946. Mr. Wade was graduated from the National Recreation Association School in 1935.

Arthur Rindge Wendell, president, until his death last May, of the Wheatena Corporation of Rahway, New Jersey, was interested for many years in the development of a chain of parks for Union County, New Jersey. Mr. Wendell was an original member of the park commission, formed in 1921 to convert swamps and abandoned farm areas into park grounds, and served as chairman for two terms.

Paul Nelson, author of "A Matter of Life or Death," which appeared in RECREATION, March, 1952, died before he could see his article in print. Dedication of a swimming pool in Santa Maria, California, has been proposed to honor Mr. Nelson's contribution to swimming safety and sport.

Personnel

• The National Recreation Congress is only a few days away and if you are planning to attend you may want to take advantage of the several special features related to personnel. These include:

I. Job Mart—If you are an employer seeking qualified professional leaders, fill out the *job card*, giving brief but essential information about the position available and advising how prospective candidates can meet you for a personal interview. Also, you may want to check the companion *file for candidates*, to see what candidates are registered and available for your type of position. Professional leaders in attendance and available for positions will fill out the *candidates card* and place it in the file for those available for positions.

II. Registration for Placement — Registration blanks will be available at the Congress. They may be filled out and placed in the *confidential* box provided for that purpose. These applications will be collected and brought back to headquarters for processing in the usual manner. The applicants will be classified and added to the active list.

Those professional leaders who are not necessarily available or looking for positions find it desirable to have their professional records on file at a central place. These may be referred to confidentially for special assignments or in times of emergency. Sometimes positions seek the worker. Recently, a representative searching confidentially for an outstanding candidate to fill an unusual position observed an individual at a conference. He was impressed and, upon speaking to the person, found him to be interested. This prospect was eliminated later when, upon request, we were not able to provide a set of credentials for him along with the professional personnel records of other experienced candidates.

III. National Roster—*This is a separate defense project and should not be confused with registration for employment, membership in the association or with any other listing.* It has no relationship to other personnel projects, and all recreation and park leaders are included, whether their names appear on other types of lists or not.

It would be vital that the recreation leadership of the country be made immediately available to the armed forces and civilian war recreation programs in the event of an all-out war. This would require a great expansion of recreation service practically overnight. A major disaster might mean that the welfare of your citizens would require additional and immediate assistance from your own recreation sources, backed up with whatever help is available. For example, should thousands of children be housed in temporary shelters, you would need more story-tellers, music or game leaders or other types of specialists. At this point, the association could tell your local officials where such leaders are and how to reach them. Recreation must be prepared for this sort of emergency, although we hope it will never happen.

The National Roster is the only way by which the members of the recreation profession could be immediately mobilized on a nation-wide basis for this tremendous recreation job. If you have not already done so, we urge you to be prepared by enrolling on the National Roster. We are eager, also, that you urge your entire professional staff to enroll. It would be particularly important to be able to reach program and other staff specialists quickly in such an event.

Out of loyalty to the profession, all park and recreation personnel should be registered. This is the first attempt to establish a national roster for recreation and park personnel. Recreation is probably the only major profession that does not know the status of its own leadership. This is an embarrassing admission. We know something about the total number of leaders, but we do not know about the types of leaders. We do not know the number of playground leaders, the number of community center leaders, the number of general supervisors or the number of specialists for such major activities as music, drama, crafts and nature. Registration with the roster will supply this information, which is important to all of us, in both war and peace time.

Facilities and material are available at the Congress for registering with the roster. Won't you please register before you leave the Congress, or promptly after you return to your respective cities? Also, we are depending upon you to see that members of your staff stand up to be counted and to see, also, that they register. The roster will never be complete without them.

Colleges Reporting Major Curriculums in Recreation

It will be noted, in the following table, that there has been a sharp drop both in the number of colleges reporting and the number of students being

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Personnel (continued)

graduated. The thirty-nine schools reporting major curriculums in recreation for 1952 represent a *decrease* of fourteen over 1951. Compared with the preceding year, the 565 students expected to receive recreation degrees in 1952 indicate a loss of 127 potential leaders.

This decrease in the number of recreation leaders being trained by colleges and universities would not be quite so disconcerting if it meant better selection and more careful screening of those being admitted into the professional recreation curriculums. Unfortunately, this is not the case at some schools. By the middle of May, less than half of the schools reporting students available had been visited. However, some of those were not particularly inspiring, with one-third to one-half of the students interviewed obviously unsuited for recreation leadership. On the more optimistic side, we are pleased to report that other schools visited were able to maintain both quantity and quality, with practically every student placeable in some type of leadership position.

The general situation indicates the urgent need for a nation-wide systematic recruiting program for the profession. Outstanding student leaders in high school graduating classes must be acquainted with the opportunities for recreation leadership, and encouraged to attend colleges and universities with acceptable professional recreation curriculums. The schools must have a larger pool of more promising prospects from which to choose those to receive professional preparation.

The association's Advisory Committee on Recruitment, headed by Mrs. Verna Rensvold, Superintendent of Recreation, Kansas City, Missouri, is working on the problem and will undoubtedly come up with practical ideas and recommendations. Suggestions from others will be most welcome. The college recreation session at the Congress this year will deal exclusively with recruiting and selection. The problem is urgent, and it is hoped that forward progress will be rapid in this important phase of personnel work.

New Training Program

Illinois University announces a new graduate recreation training program starting in September 1952, leading to a Master of Science in Recreation. It will be under the direction of Charles K. Brightbill.

Personnel News

Marvin Rife has been appointed director of research and general supervisor for the camping program of the *Herald Tribune* Fresh Air Fund in New York City. Dr. Cliff Hutchins of the NRA's planning and survey service will succeed Dr. Rife as director of the professional recreation curriculum at Wisconsin University.

Gerald Burns has resigned as executive director of the American Camping Association.

F. V. D. Gustafson is now superintendent for Montgomery County, Maryland. E. T. McGowan succeeds him as superintendent of recreation, Detroit.

W. C. SUTHERLAND *is director of recreation personnel service of the NRA.*

RECREATION CURRICULUMS AND DEGREES REPORTED BY U.S. COLLEGES IN 1952

National Recreation Association District	Colleges and Universities Offering: Undergraduate Major Curriculums in Recreation	Colleges and Universities Offering: Graduate Major Curriculums in Recreation	Total Number of Colleges Reporting Major Curriculums in Recreation	Number of Degrees Awarded in 1952: Bachelor	Graduate	TOTAL 1952	TOTAL 1951
New England	1	1	1	18	5	23	27
Middle Atlantic	5	5	5	38	73	111	173
Southern	9	3	9	59	8	67	100
Great Lakes	11	5	11	180	70	250	251
Midwest	1	0	1	4	0	4	26
Southwest	1	1	1	9	4	13	16
Pacific Southwest	9	4	9	73	13	86	65
Pacific Northwest	2	0	2	11	0	11	34
TOTAL	39	19	39	392	173	565	692

ness, going always with the grain. Any good printer's ink can be used. Burnt umber and sienna are most effective colors on white woods. Only one piece of carpeting is needed for wood. The order of materials, when ready for pressing, is: the wood on which the print is being made; leaves inked on one side only; cloth or paper napkin to absorb excess ink; carpeting, pile down; piece of board. Pressure may be applied either by stepping on the top board, or by using a mechanical press.

Two items especially suitable for leaf printing on wood are plaques for marking trees and plants in parks or along nature trails, and coffee table or similar small table tops and trays. The final step, when ink is thoroughly dry, is to finish with at least two coats of clear alcohol proof varnish or lacquer on a table top, and two coats of clear shellac or varnish on plaques.

Easiest to produce of all the leaf printing techniques is spatter printing—on paper, wood or fabric. In this type of work you may experiment freely, and you'll be delighted with your own fascinating innovations.

On paper, use poster colors or inks.

On wood, spatter with colored oil stains, or thinned poster paint. The poster (water) color on wood is permanent if you wish to paint over it when thoroughly dry, with clear shellac, lacquer or varnish.

On fabric, the textile pigment can be used as it comes from the container, if you use a brush. It is necessary to thin color for use in a spray gun or atomizer.

Leaf arrangements are secured firmly in place on the material chosen and ink spattered over them to make a "negative" print outlined by the spattered area.

Implements are simple. A screen nailed onto a frame of four little pieces of wood, approximately one inch by one inch by four inches, makes one of the most versatile tools. Using an old toothbrush, dip in diluted pigment. Scrub back and forth on the screen while holding it four or five inches above green leaf or leaves. A little tea strainer works nicely, also, but requires more patience than the flat screen. for the scrubbing area is so limited that the ink intensity is a bit more difficult to control. With practice and patience, spatter printing lends itself well to the use of several colors. An atomizer and dry brush can also be used for artistic effects; or rubbing on the color with a cloth gives texture variation. The projects which can be made from various kinds of leaf printing are unlimited: Christmas cards with spatter design of pine needles or cedar twigs; drapes of monks cloth or muslin printed with large rhubarb leaves, long slender grasses or a combination of leaves; parchment lamp shades; holiday gift wrapping papers and stationery; albums of local vegetation as a summer camp project: and so on.

Dry the leaves which have been used and are not damaged and save them for future use as decorations for party tables, gift packages and favors, or as interesting and colorful trimmings for walls, bulletin boards and posters.

(Fold Back)

Recipes for Fun

Handcrafts

Leaf printing—on fabrics, wood, metal and plaster of Paris—and molding of leaf designs in plaster and ceramics are colorful new variations of an old art, and are described in detail, with many illustrations, in *Nature Printing* by David and Jean Villasenor.*

In order to do leaf printing on fabric, you must have:

(1) Fresh green leaves—Leaves with definite delineation and veining are the best. The hardier leaves will withstand several separate colorings with careful handling, but it is advisable to have "extras" for experimentation.

(2) Fabric—Those which best show the leaf's clean cut veining are smooth surfaced and closely textured.

(3) Brayer—This must be a soft rubber printer's brayer, as a hard roller may create leaf damage.

(4) Rolling surface—Glass, masonite, stainless steel or any other hard smooth surface is suitable.

(5) Textile ink or color—Use only the best, a textile pigment suitable for block printing, which can be used directly, without thinning. A palette knife for mixing and spreading and small paint brushes for touching up will prove useful.

(6) Two pieces of deep pile carpeting and two boards at least twelve by eighteen inches—Boards should be free of any warping.

(7) Paint thinner, old rags and newspapers.

Step by step, the method of procedure is:

(1) Wash fabric thoroughly and rinse well.

(2) While still slightly damp, iron out *all* wrinkles.

(3) Brush fresh green leaves free of all foreign particles.

(4) Choose your color or colors, and squeeze a small amount of textile pigment onto one corner of the rolling surface. (If using a glass surface, place white paper beneath it to best see true color.)

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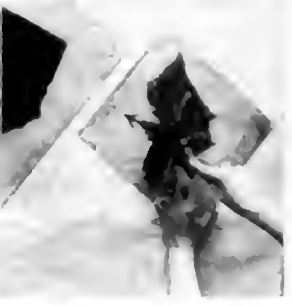
*Available from Foster Art Service, Inc., Box 456, Laguna Beach, California. $1.00.



(5) Mix two or more colors with palette knife, if blended color is desired.

(6) Spread color evenly with brayer and roll to tacky consisteney and until brayer is covered with a thin even coating.

(7) Place fabric upon piece of carpeting, pile side up, and make a trial arrangement of leaves. One board is under carpeting, so that whole thing may be lifted and placed on floor later. (Experimenting may be done on a paper napkin, saving the fabric until arrangement is certain.)

(8) Place first leaf on rolling surface, hold stem firmly with fore finger and roll brayer over it in *one direction only*, following the veining. Lift brayer and re-roll until leaf is sufficiently colored.

(9) If making a "double-print" impression, turn leaf over and ink the other side, also.

(10) Lift completely inked leaf and place back into its original position on the trial arrangement. (Use a pair of tweezers to keep ink from staining hands.)

(11) Ink all leaves in arrangement and replace in original positions. Do not move a leaf after it has been replaced, as it may trail stains.

(12) Place second piece of fabric (napkin, if experimenting), face down, over the first in identical alignment. (If only one impression is desired, color only the most heavily veined sides of leaves, but place paper napkin or absorbent cloth over top, to absorb excess color.)

(13) Carefully place second piece of carpeting, pile down, over the sandwiched leaf layout. It is the pile surface which, under pressure, makes the color penetrate into the fabric.

(14) Place second board on top, and lift entire arrangement to floor, being careful not to allow slightest movement of materials.

(Fold Along This Line)

(15) Step firmly, with an even up and down pressure with no side motion, onto top board. The more weight applied, the better. (If a mechanical press is available, it may be used.)

(16) Carefully remove top board and pile carpeting. With a quick, deft stroke, lift off top fabric or napkin.

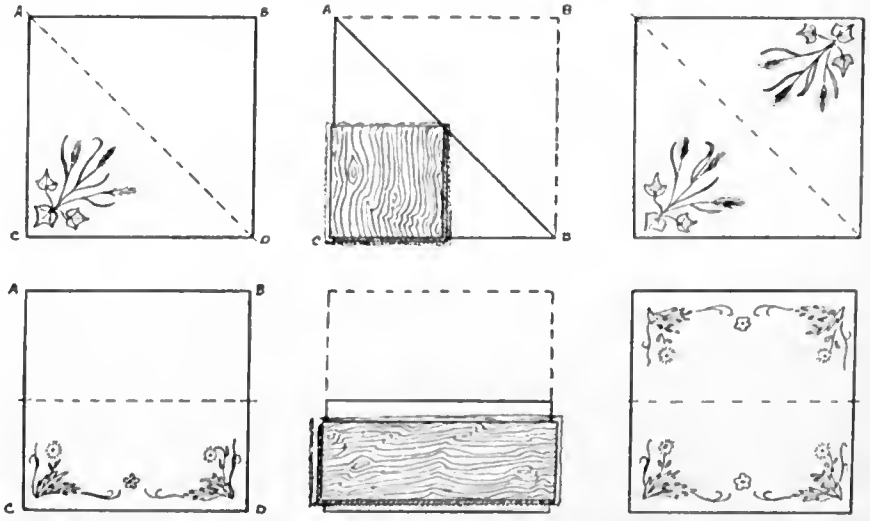
(17) With tweezers carefully remove leaves and drop onto newspaper.

(18) Allow printed fabric to dry thoroughly. Time will vary with pigment used.

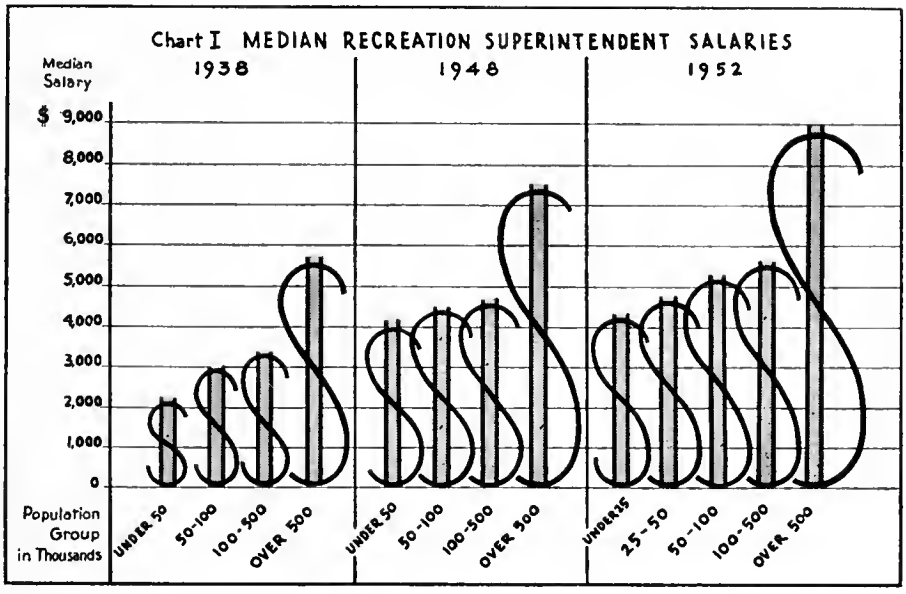
(19) Using paint thinner and rags, clean brayer and rolling surface immediately. Brayer should be hung up when not in use, to keep rubber away from any hard surface.

Using the above principles, it is also possible to fold a single piece of cloth, either from corner to corner, or from edge to edge, in order to get identical opposing prints.

Using the same procedure as in leaf printing on fabric, designs may be printed on wood. The wood must be sandpapered to a fine smooth-



Recreation Salaries



In the recreation profession, as in many other fields of endeavor, we face continuously the problem of recruiting, training, placing and retaining personnel who will be responsible, efficient and competent in accomplishing the objectives of the organization and the movement — in this case, provision of one of the most intimate, personal services of city government.

This report was prepared for use by the National Recreation Association's National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel[1], and for use by the association in its defense-related recreation personnel services. It deals with some of the basic conditions of employment which affect both the recreation authority and the professional recreation worker. Salaries, cost of living adjustments, vacation and sick leave provisions, car allowances, and civil service status of employees in 148 community recreation departments are summarized in the following pages. This information will be used by the National Advisory Committee in formulating recommendations for the future development of the profession.

Extensive use has been made of the association's previous salary studies, usually undertaken every ten years. The basic information contained in them has been requested by recreation executives, recreation boards and other government agencies concerned with the budgets of recreation agencies and the compensation of recreation personnel. With the pressures of the defense period, such requests have become even more numerous, and the need for a study of current conditions has been apparent. It can therefore be expected that this material will serve an immediate as well as a long-term use.

The appreciation of the survey staff and of all who will use this compilation must be expressed to the busy recreation executives in large and small departments who, as a contribution to the recreation movement, have provided the essential detailed information for their communities.

Scope of the Study

Questionnaires were sent to 223 cities with well-developed recreation programs established on a year-round basis, selected to provide an adequate cross-section of public departments. Reports were received covering 2,007 full-time positions in 145 recreation departments under local governmental auspices. The smallest community had a population of 3,076; the largest 3,606,436 (1950 census). Special care was taken to include representation of all geographic areas and all major population groups.

Results of the study are reported in one or both of two ways. Geographic reports cover eight regions with the same boundaries as the eight National Recreation Association Districts, (Tables II—IX). Statistics reported by

[1] See "The National Advisory Committee on Recruitment, Training, and Placement of Recreation Personnel," page 126, RECREATION, June 1952.

population group are divided into five categories, (Tables X—XIV). Because of the growing number of year-round professionally-staffed recreation departments in smaller communities, figures are reported separately for cities under 25,000 in population, for the first time. Previous surveys have included this group in the "under 50,000 population" category[2].

The titles and definitions of positions used for this study are drawn from "Personnel Standards in Recreation Leadership" (National Recreation Association, 1949)[3]. Instructions accompanying the questionnaire outlined these categories, and interpretation of local titles was left entirely to the discretion of the person filling out the questionnaire. No requests for additional information were made, and practically no editing of reports was done.

Like the other salary studies published by the Association in 1938 and 1948, this is based on a limited survey and is intended to provide a general indication of salaries currently being paid recreation workers.

Nature and Treatment of Data

In tabulating salaries by population and geographical district, lowest, median and highest salaries for each position are recorded. The median was used, rather than the arithmetic average, to obviate the possibility of undue weighting by an extremely high or extremely low salary[4]. In Table I, summarizing the salary findings of this study, quartiles have also been determined[5].

[2] For simplicity, class intervals and table titles used are given in round numbers. 25,000—50,000 should be read 25,000 up to but not including 50,000 and so on.

[3] A report of the Recreation Leadership Standards Committee of the National Recreation Association. This committee is composed of recreation executives.

[4] The median is defined as the point so located in a series that one-half of the items lie above it and one-half below it. The median between 1 and 25 would be 13. In the case of an even number of items, the median is the arithmetic mean of the two central items.

[5] The first or lower quartile is the point above which three-quarters of all items lie, and below which one-quarter lie. The third or upper quartile is defined in a similar manner as the point above which one-quarter of all items lie, and below which three-quarters lie.

Where the salary range for an individual position was reported, rather than the amount paid the incumbent or incumbents, an amount half-way between the two extremes was arbitrarily assigned each worker. (An example of this occurs in the highest executive salary reported in Table II).

Cost of living adjustments were reported as part of total salary, and are so considered in the summaries. Allowances for use of private car on department business, on the other hand, were recorded separate from salary.

Special arrangements made primarily for the convenience of the employing agency, although having monetary value to the worker, were not recorded as salary. Such items were listed separately on the questionnaire, and the estimated value noted. In a few cities residence was provided for executive or for staff members, and in one the superintendent's rent was subsidized. Home telephones for executive and certain supervisory workers were paid for by several cities. Others provided life or hospitalization insurance without charge. One or two departments allowed a percentage of concession profits to the manager of the facility. For several of the minimum-salary workers reported in the summaries, receipt of income apparently from non-departmental sources was recorded.

Fiscal Years and Current Salaries

As a basis for tabulating and evaluating current salaries, all participating departments were asked to identify the beginning date of their fiscal year. Of 142 cities which did provide this information, only slightly more than half were using the calendar year. January opens the fiscal year for seventy-four departments, and July for twelve. In summary, nine different months were reported as beginning the financial year for various departments.

The salaries which form the foundation of this study, therefore, represent the current salary received by the incumbent in each position as of January 1952, or the salary established for the 1952 fiscal year, if determined. Most

TABLE I

RECREATION WORKERS SALARIES IN 148 U.S. CITIES, JANUARY 1952

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Lower Quartile	Median	Upper Quartile	Highest
Superintendent	148	148	$2,900	$4,380	$5,120	$6,000	$11,000†
Assistant Superintendent	62	73	2,370	3,300	3,900	4,576	8,580
General Supervisor	57	152	2,100	3,500	4,200	4,992	6,500
Supervisor of Special Activities:							
Music or Drama	11	12	2,460	3,300	4,870	5,280	5,865
Sports and Athletics*	52	67	2,000	3,018	3,750	4,377	7,165
Girls' & Women's Act.**	27	30	1,200‡	2,950	3,357	4,452	5,280
Arts & Crafts or Nature	15	24	2,370	3,060	3,720	5,280	6,265
Dance or Social Act.	8	8	2,580	2,778	3,185	4,164	4,680
Other Special Act.**	25	32	2,496	3,156	3,547	4,680	6,942
Director	56	833	1,860	3,068	3,620	3,720	6,354
Assistant Director or Recreation Leader	35	558	1,896	3,209	3,738	3,785	4,965
Camp Director	2	2	3,816				4,248
Specialist	15	50	1,800	2,778	2,804	3,384	3,982
Manager	10	18	2,340	3,000	3,090	4,620	4,992

*—Includes Boys' and Men's Activities Supervisor.
**—Not included in *Personnel Standards in Recreation Leadership.*
†—Mid-point of Salary Range, 1952 salary of incumbent not reported.
‡—Supplemented by other income. Source and amount not defined.

departments with a fiscal year starting July 1 or later furnished information on 1951-52 salaries only.

Salaries Now

Recreation salaries reported in 1952 range widely from $1,200 to $11,000, (Table I). The groups having the lowest first quartile were supervisors of dance or social activity specialists. In these categories, three-quarters of all the workers reported were receiving salaries above $2,778 in January 1952.

The position of general supervisor shows a higher median than that of the assistant superintendent. It should be noted that ninety-one per cent of the general supervisory positions exist in communities of 100,000 population or more, and that in these cities the median for assistant superintendent is higher than that for the general supervisor. More than half of the assistant superintendent positions studied are in cities under 100,000 in population. Similar observations can be made about other positions such as director and recreation leader, where higher salaries in larger communities cause an apparent distortion. Detailed comparisons of interest to those using the study can be made by using Tables I—XIV. Categories in which no workers were reported have been deleted from Tables II—XIV.

Because of regional variations in number and population composition of cities reporting, exact salary comparisons are not possible on a regional basis. Median executive salaries in the Pacific Southwest, Great Lakes, and Middle Atlantic Districts were above the national median. The low executive median was New England. Lowest medians in staff categories were reported in the Southern and Southwestern Districts.

Eight different types of positions were missing in one or more regions. Year-round camp directors were reported only in the Pacific Southwest, and supervisors of dance or social activities only in half of the eight regions.

RECREATION SALARIES BY REGION, JANUARY, 1952

TABLE II

NEW ENGLAND DISTRICT (14 CITIES)

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Median	Highest
Superintendent	14	14	$3,000	$4,400	$6,300
Assistant Superintendent	6	6	2,548	3,665	4,307
General Supervisor	4	7	3,080	3,650	4,000
Supervisor of Special Activities:					
Sports and Athletics	5	7	2,025	3,363	4,090
Girls' & Women's Act.	3	3	3,080	3,363	3,698
Other Special Act.	1	1			2,600
Director	5	19	2,600	3,358	3,508
Ass't. Dir. or Recreation Leader	2	3	2,550	2,640	3,192
Manager	1	1			3,000

TABLE III

MIDDLE ATLANTIC DISTRICT (20 CITIES)

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Median	Highest
Superintendent	20	20	$3,300	$5,310	$9,500
Assistant Superintendent	11	15	2,370	3,720	4,672
General Supervisor	6	18	2,288	3,460	6,500
Supervisor of Special Activities:					
Music or Drama	2	2	3,300		5,060
Sports and Athletics	6	10	3,000	3,969	5,200
Girls' & Women's Act.	3	5	2,600	3,350	5,200
Arts & Crafts or Nature	2	3	3,300	4,970	5,200
Other Special Act.	2	2	3,016		3,493
Director	3	25	2,520	3,620	4,130
Ass't. Dir. or Recreation Leader	3	91	2,300	3,350	3,440
Specialist	2	2	2,860		3,400

TABLE IV

SOUTHERN DISTRICT (24 CITIES)

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Median	Highest
Superintendent	24	24	$3,300	$4,805	$7,500
Assistant Superintendent	9	12	2,520	4,215	4,516
General Supervisor	13	22	2,400	3,300	4,320
Supervisor of Special Activities:					
Sports and Athletics	11	15	2,600	2,733	4,800
Girls' & Women's Act.	7	7	2,600	2,664	3,588
Arts & Crafts or Nature	4	6	2,370	2,895	4,020
Dance or Social Act.	2	2	2,733		2,820
Other Special Act.	4	5	2,496	3,420	4,784
Director	11	60	1,860	2,979	3,588
Ass't. Dir. or Recreation Leader	8	38	1,896	2,553	2,730
Specialist	5	7	1,800	2,250	3,900

TABLE V

GREAT LAKES DISTRICT (31 CITIES)

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Median	Highest
Superintendent	31	31	$2,900	$5,700	$11,000
Assistant Superintendent	12	13	2,599	5,616	8,580
General Supervisor	8	39	3,300	5,665	6,395
Supervisor of Special Activities:					
Music or Drama	3	4	5,280	5,444	5,865
Sports and Athletics	13	15	2,000	4,606	7,165
Girls' & Women's Act.	9	11	2,200	4,128	5,280
Other Special Act.	5	8	3,600	5,253	5,875
Director	13	149	1,920	4,762	5,450
Ass't. Dir. or Recreation Leader	9	332	1,780	3,786	4,965
Specialist	3	18	3,396	3,968	3,982
Manager	3	8	3,270	4,620	4,992

TABLE VI

MIDWEST DISTRICT (21 CITIES)

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Median	Highest
Superintendent	21	21	$3,720	$4,600	$6,300
Assistant Superintendent	6	7	2,880	3,300	3,800
General Supervisor	4	4	3,240	3,781	4,224
Supervisor of Special Activities:					
Music or Drama	1	1			3,000
Sports and Athletics	6	7	3,050	3,600	4,392
Girls' & Women's Act.	2	2	2,400		2,545
Arts & Crafts or Nature	3	4	2,857	3,000	3,212
Dance or Social Act.	2	2	3,120		4,392
Other Special Act.	3	6	3,000	3,320	3,360
Director	5	25	2,568	3,360	4,200
Ass't. Dir. or Recreation Leader	7	41	2,436	2,640	3,360
Specialist	2	11	2,234	2,732	2,804

TABLE VII

SOUTHWEST DISTRICT (10 CITIES)

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Median	Highest
Superintendent	10	10	$3,600	$4,930	$6,600
Assistant Superintendent	6	6	2,880	4,350	4,920
General Supervisor	5	9	2,100	3,072	4,140
Supervisor of Special Activities:					
Music or Drama	2	2	2,460		3,144
Sports and Athletics	5	6	2,880	2,660	3,840
Arts & Crafts or Nature	1	1			3,060
Dance or Social Act.	2	2	2,580		3,250
Other Special Act.	3	3	3,000	3,020	3,060
Director	6	60	2,100	2,661	3,465
Ass't. Dir. or Recreation Leader	1	6	2,520		2,520
Manager	3	4	2,460	2,520	3,000

TABLE VIII

PACIFIC SOUTHWEST DISTRICT (16 CITIES)

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Median	Highest
Superintendent	16	16	$4,320	$6,272	$9,940
Assistant Superintendent	9	10	3,660	5,767	7,800
General Supervisor	12	40	3,660	4,300	5,196
Supervisor of Special Activities:					
Music or Drama	3	3	4,452	4,680	5,230
Sports and Athletics	6	7	2,760	4,680	6,942
Girls' & Women's Act.	2	2	3,200		4,452
Arts & Crafts or Nature	2	2	3,228		4,452
Dance or Social Act.	2	2	3,936		4,680
Other Special Act.	5	7	3,414	4,560	6,942
Director	10	400	3,000	3,068	6,354
Ass't. Dir. or Recreation Leader	4	15	2,400	3,577	3,738
Camp Director	2	2	3,816		4,248
Specialist	2	11	3,384	3,409	3,636
Manager	2	4	2,340	2,930	3,060

TABLE IX

PACIFIC NORTHWEST DISTRICT (12 CITIES)

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Median	Highest
Superintendent	12	12	$4,150	$4,665	$6,000
Assistant Superintendent	3	4	2,500	2,910	4,620
General Supervisor	5	13	3,076	4,080	4,320
Supervisor of Special Activities:					
Sports and Athletics	1	1	4,320		4,320
Director	3	95	3,000	3,468	3,720
Ass't. Dir. or Recreation Leader	1	32	2,796	3,478	3,576
Specialist	1	1			2,700
Manager	1	1			3,730

POPULATION AND SALARIES

In general, salaries increase with the size of the city. Based on the median salaries reported, supervisors in cities of 500,000 or more, received more than superintendents in cities under 50,000, and supervisors in cities of 100,000 or more are higher paid than superintendents in cities under 25,000 in population. In both cases, however, the highest salaried recreation executive among the smaller communities receives more compensation than the top supervisor in the larger ones.

Fewer staff positions and lower staff salaries exist in the cities of less than 50,000 population. In these cities about half of all categories listed are present, and the number of workers in each category is limited. Median salaries for staff positions in cities under 25,000 are under $3,000. This is true for only two types of position in cities of 100,000 or more. The effect of both salary levels and number of staff positions in the largest cities can be seen by a comparison of Table XIV with Table I.

The chart on page 242 offers graphic evidence of the changes in median salaries of recreation executives in communities of different size since 1938. This chart is based on the current study and the salary studies in 1938 and 1948.

RECREATION SALARIES BY POPULATION, JANUARY 1952

TABLE X

UNDER 25,000 POPULATION (47 CITIES)

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Median	Highest
Superintendent	47	47	$2,900	$4,300	$6,200
Assistant Superintendent	9	11	2,500	2,800	3,900
General Supervisor	4	4	2,288	2,400	2,721
Supervisor of Special Activities:					
Sports and Athletics	4	4	2,025	2,660	3,500
Girls' & Women's Act.	4	4	2,200	2,600	3,700
Director	1	2	3,096		3,096
Ass't. Dir. or Recreation Leader	1	1			2,400
Manager	1	1			3,270

TABLE XI

25,000-50,000 POPULATION (30 CITIES)

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Median	Highest
Superintendent	30	30	$3,540	$4,818	$7,600
Assistant Superintendent	13	14	2,370	3,690	4,672
General Supervisor	6	6	2,160	3,465	3,801
Supervisor of Special Activities:					
Sports and Athletics	5	5	2,760	3,750	3,797
Dance or Social Act.	2	2	2,580		3,250
Other Special Act.	3	3	3,000	3,493	3,900
Director	9	10	1,860	2,400	3,300
Ass't. Dir. or Recreation Leader	5	6	2,400	2,670	3,192

TABLE XII

50,000-100,000 POPULATION (21 CITIES)

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Median	Highest
Superintendent	21	21	$3,840	$5,385	$7,200
Assistant Superintendent	12	14	2,520	3,600	5,616
General Supervisor	2	3	2,470	3,390	3,600
Supervisor of Special Activities:					
Sports and Athletics	15	19	2,000	3,480	4,800
Girls' & Women's Act.	9	9	1,200	3,300	3,698
Arts & Crafts or Nature	2	2	3,000		3,000
Other Special Act.	2	2	3,600		4,524
Director	11	27	1,920	2,760	3,588
Ass't. Dir. or Recreation Leader	2	4	2,376	2,518	3,054
Manager	1	1			3,000

TABLE XIII

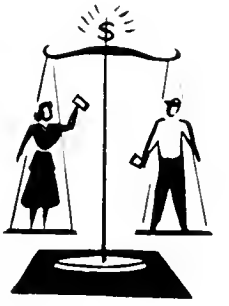
100,000-500,000 POPULATION (39 CITIES)

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Median	Highest
Superintendent	39	39	$3,840	$5,628	$9,940
Assistant Superintendent	20	24	3,665	4,470	7,116
General Supervisor	34	76	2,100	4,060	6,300
Supervisor of Special Activities:					
Music or Drama	5	5	2,460	3,300	5,230
Sports and Athletics	19	24	2,664	3,475	5,760
Girls' & Women's Act.	10	11	2,400	3,120	5,264
Arts & Crafts or Nature	8	11	2,370	3,228	4,452
Dance or Social Act.	4	4	2,733	2,970	4,392
Other Special Act.	11	16	2,496	3,285	4,784
Director	25	259	2,040	3,409	5,450
Ass't. Dir. or Recreation Leader	19	105	1,896	2,796	3,738
Camp Director	2	2	3,816		4,248
Specialist	12	24	1,800	3,384	3,900
Manager	6	9	2,340	3,000	3,720

TABLE XIV

OVER 500,000 POPULATION (11 CITIES)

Position	Depts. Reporting	Workers Reported	SALARY Lowest	Median	Highest
Superintendent	11	11	$4,860	$9,000	$11,000
Assistant Superintendent	8	10	3,950	6,942	8,580
General Supervisor	11	63	3,072	4,992	6,500
Supervisor of Special Activities:					
Music or Drama	6	7	3,134	5,280	5,865
Sports and Athletics	9	15	3,660	5,060	7,165
Girls' & Women's Act.	4	6	3,350	5,156	5,280
Arts & Crafts or Nature	5	11	3,060	5,280	6,265
Dance or Social Act.	2	2	3,936		4,680
Other Special Act.	7	11	3,360	5,077	6,942
Director	10	535	2,628	3,350	6,354
Ass't. Dir. or Recreation Leader	8	442	2,300	3,786	4,965
Specialist	3	26	2,804	3,957	3,982
Manager	2	7	3,120	4,620	4,992



Current salary statistics alone present an incomplete picture of any field. The following three tables are designed to aid in completing the picture of the relative financial position of professional recreation leadership. The final six tables have to do with basic provisions now affecting employment, working conditions and reimbursement for travel on the job.

SALARIES AND "STANDARDS"

Current salary ranges for fourteen year-round positions are compared with recommended salary ranges in Table XV. This table summarizes the salary picture for cities in all population groups, and the ranges are necessarily extremely wide.

In establishing appropriate salary ranges as part of the 1949 standards report, the committee also distinguished certain maximums and minimums for administrative and supervisory positions in cities of various size. Such sub-groups have not been noted in Table XV but may be reviewed in the report. The committee also advised revision of salary recommendations with any increase in the cost of living. The figures used in this study represent an upward revision of 9.2%.

The comparison made possible in this table make it obvious that in this area there still exists "a practical objective to be striven for"[6]. In only two positions does the actual maximum salary exceed the recommended range, and in both cases this salary was reported for only one department. The lowest salaries reported are with one exception below the minimum suggested (Camp Director). However, in all but two categories, more than half of the workers reported are receiving more than the minimum salary recommended for the position.

[6] " . . . not an unattainable ideal." *Personnel Standards in Recreation Leadership*, page 7.

TABLE XV

SALARIES — ACTUAL AND RECOMMENDED, 1952

Position	Reported Range		Recommended Range*	
Superintendent	$2,900 –	$11,000	$3,494 –	$16,380
Assistant Superintendent	2,370 –	8,580	3,604 –	9,555
General Supervisor	2,100 –	6,500	3,931 –	8,190
Supervisor of Special Activities:				
Music or Drama	2,460 –	5,865	3,248 –	7,371
Sports and Athletics	2,000 –	7,165	3,248 –	7,371
Girls' & Women's Act.	1,200 –	5,280	3,248 –	7,371
Arts & Crafts or Nature	2,370 –	6,285	3,248 –	7,371
Dance or Social Act.	2,580 –	4,680	3,248 –	7,371
Other Special Act.	2,496 –	6,942	3,248 –	7,371
Director	1,860 –	6,354	3,248 –	5,678
Ass't. Dir. or Recreation Leader	1,896 –	4,965	2,621 –	4,586
Camp Director	3,816 –	4,248	3,604 –	5,897
Specialist	1,800 –	3,982	2,621 –	4,586
Manager	2,340 –	4,992	3,276 –	5,504

*Figures from *Personnel Standards in Recreation Leadership* (1949 Ed.) Adjusted by 9.2%.

SALARY INCREASES

Over the period 1948-1952 every position on the full-time recreation staff showed a salary increase in median salary. While this might be expected, there is significance in the amount of increase recorded in various positions, and in the change of rate of increase in certain positions when compared with the 1938-1948 period.

Listing the thirteen major categories of positions by rank, according to amount of increase for the median position in 1952 over the median position in 1948, (Table XVI), shows that greatest cash increases went to special activity supervisors and to workers involved in direct leadership of recreation activities. The median supervisor of music or dramatics received more than three times as great an increase as the average recreation executive, and the leadership worker more than three times that of the assistant executive.

In the present study, the recreation superintendent ranks tenth and the assistant superintendent eleventh in amount of salary increase since 1948, above only the activity specialist. This almost completely reverses the situation which existed in 1948, when the superintendent ranked first and the assistant superintendent second in amount of salary increase over a ten-year period. In 1948 the median superintendent's ten-year increase had been $1,750 and the assistant superintendent's $1,436, well above those of other year-round leaders.

In the past four years the salary increase of the median supervisor of music or drama and the supervisor of dance or social activities has been greater than the total salary paid for these positions in 1938. Over a fourteen-year period salaries have more than doubled for the median supervisor of girls' and women's activities, director, assistant director and recreation leader, and have nearly doubled for the general supervisor.

TABLE XVI

INCREASE IN MEDIAN SALARY, IN RANK ORDER OF INCREASE FROM 1948-1952

Rank	Position	1948-1952 Increase	1938-1948 Increase
1	Supervisor of Music or Drama	$1,990	$1,080
2	Ass't. Dir. of Recreation or Leader	1,538	856
3	Supervisor of Dance or Social Act.	1,385	464
4	Director	1,160	960
5	Supervisor of Arts & Crafts or Nature	1,080	570
6	General Supervisor	1,050	980x
7	Supervisor of Other Special Act.	947	Not reported 1938
8	Supervisor of Sports and Athletics	750	1,020
9	Supervisor of Girls' & Women's Act.	717	1,104
10	Manager	690	1,290z
11	Superintendent	570	1,750
12	Assistant Superintendent	450	1,436
13	Specialist	344	810

x—Reported under Supervisor of Playgrounds and Centers, 1938.
z—See also Report on Beach-Pool Manager, 1938, 1948. All Facility Managers reported under single title in 1952 survey for the first time.

COST OF LIVING ADJUSTMENTS

Salary adjustments based on the cost of living were reported by only 36.5% of the departments, although the general increase in all salaries undoubtedly reflects the changing value of the dollar. It may be significant that in nearly two-thirds of the cities studied the raised salary level was considered a permanent, rather than a temporary condition. Geographical variations in emphasis on specific cost of living adjustments can be seen in Table XVII.

Although the questionnaire did not request information about the amount or type of cost of living adjustment, if one was included, a number of departments added comments about the system used locally. Some reported "lump sum" adjustments varying upward from less than $100 per year. Flexible bonus payments were noted by a very limited number of cities. In one city the cost of living adjustment in 1952 amounts to more than the basic salary of one class of worker. "Step-adjustments" of a percentage for a basic salary range, plus a lesser percentage on higher salaries also are used.

TABLE XVII

COST OF LIVING ADJUSTMENTS, 1952

DEPARTMENTS REPORTING COST OF LIVING ADJUSTMENTS

DISTRICT	
Great Lakes	10
Southern	10
New England	8
Pacific Northwest	8
Pacific Southwest	7
Midwest	6
Southwest	3
Middle Atlantic	2
ALL DISTRICTS	54

VACATION AND SICK LEAVE

Provisions for sick leave and vacation allowances in some communities are required to be uniform throughout all departments of the city government, and this may have affected the reports received. However, more than one-third of the departments which reported on vacation policy are now allowing over 12 working days with pay for annual vacation. In 1948 this was true for only about one-fifth of the departments which reported.

Paid sick leave is provided for in all but four of the reporting departments. One department in six has specific provision for cumulative or extended sick leave based on length of service. Additional sick time for persons employed more than five years is allowed by 13 departments. Three others have a basic unit of sick leave at full pay, followed by variable amounts of time at half or other partial pay. In nine departments unused sick leave is cumulative to a set maximum. Of these nine, six departments have maximums of from 90 to 150 days; the other three allow 60, 30, and 15 days.

TABLE XVIII

VACATION ALLOWANCE: SUPERINTENDENTS OF RECREATION, 1952

Working Days	Departments	POPULATION Under 25,000	25,000-50,000	50,000-100,000	100,000-500,000	Over 500,000
12 or less	89	22	22	11	28	6
13 - 17	31	15	4	5	6	1
18 - 23	12	2	1	3	3	3
Over 23	7	4	3	0	0	0
No Set Policy	4	3	0	0	0	1
TOTAL	143	46	30	19	37	11

TABLE XIX

VACATION ALLOWANCE: STAFF, 1952

Working Days	Departments	POPULATION Under 25,000	25,000-50,000	50,000-100,000	100,000-500,000	Over 500,000
12 or less	83	16	21	12	28	6
13 - 17	22	6	4	5	7	0
18 - 23	7	2	0	1	1	3
Over 23	1	0	1	0	0	0
No Set Policy	3	3	0	0	0	0
TOTAL	116	27	26	18	36	9

TABLE XX

SICK LEAVE: SUPERINTENDENTS OF RECREATION, 1952

Working Days	POPULATION					
	Depart-ments	Under 25,000	25,000-50,000	50,000-100,000	100,000-500,000	Over 500,000
12 or less	72	13	18	11	26	4
13 – 17	20	5	3	1	6	5
18 – 23	4	2	1	0	1	0
Over 23	8	2	3	0	2	1
No Set Policy	31	19	5	4	2	1
None	5	4	0	1	0	0
TOTAL	140	45	30	17	37	11

TABLE XXI

SICK LEAVE: STAFF, 1952

Working Days	POPULATION					
	Depart-ments	Under 25,000	25,000-50,000	50,000-100,000	100,000-500,000	Over 500,000
12 or less	71	11	17	12	26	5
13 – 17	19	3	4	1	6	5
18 – 23	1	0	0	0	1	0
Over 23	6	1	2	0	2	1
No Set Policy	15	8	3	2	2	0
None	4	3	0	1	0	0
TOTAL	116	26	26	16	37	11

CIVIL SERVICE STATUS

The increased use of merit system in local government is reflected in reports from 138 cities on civil service coverage of full-time year-round recreation personnel, (Table XX). For all cities, 63 departments reported some or all workers covered by civil service or similar merit systems, and 75 indicated that no personnel were covered. Excluding the communities under 25,000 in population which in only a few cases have city-wide civil service systems, brings the picture into sharper focus. Of 93 cities over 25,000 in population, nearly 64 per cent now have recreation workers covered by civil service.

TABLE XXII

CIVIL SERVICE IN RECREATION DEPARTMENTS, 1952

City Population In Thousands	PERSONNEL COVERED					
	Depts.	All	None	Supt. Only	All Staff Except Supt.	Some Staff Only
Under 25	45		41	4		
25 – 50	28	4	19	2	2	1
50 – 100	19	15	2		2	
100 – 500	35	20	11		4	
Over 500	11	6	2		2	1
ALL GROUPS	138	45	75	6	10	2

CAR ALLOWANCES

Reports on reimbursement for necessary automobile expenses were provided by 119 recreation departments, (Table XXIII). More than one-third of the executives used a car provided by the city; and over one-quarter of those who used their own autos on city business received at least $50 per month car allowance, (Highest reported: $125 per month). Car allowances of from $20 to $40 per month predominated. Cars or car allowances were also provided for some supervisory staff members whose positions require travel.

An increasing uniformity of car allowance systems is apparent. Relatively few departments paid for car use on a mileage basis. Only eight executives received miscellaneous reimbursement in cash or kind for car use. Of these, six reported "full car maintenance," one received only a gasoline allowance, and one received a monthly allotment during the playground season. One reported "undecided."

TABLE XXIII

CAR ALLOWANCES

Type of Allowance	POSITION					
	Supt.	Ass't. Supt.	Gen'l Supv.	Athletic Supv.	Other Special Supv.	Other Staff Member
City Car	42	14	9	10	9	2
Monthly Allowance						
Under $10.00	3	0	0	0	1	1
$10 – $20.00	6	2	1	4	4	7
$20 – $30.00	16	5	8	6	8	7
$30 – $40.00	22	5	8	9	5	7
$40 – $50.00	7	2	1	3	2	0
$50 – $60.00	11	1	3	2	1	1
$60 or more	5	1	2	1	0	0
Mileage Rate						
$ – .05	0	1	0	0	0	1
$.06 – .07	7	4	4	4	5	4
$.08 – .09	1	1	2	0	0	0
Other	9	2	2	3	3	1
Total Reported	119	38	40	42	38	31

Training Course Information

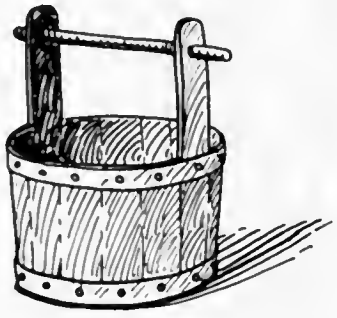
• The demand for recreation training opportunities of various types has increased since World War II. The number of inquiries is growing and because of specific requests, the association has agreed to serve as a clearing center for information on miscellaneous training institutes, conferences and workshops. We have had a trial run and we are starting our second year of publishing a list of short training courses. This has expanded, and if the interest is maintained, this type of information will continue to be provided.

The February 1953 issue of RECREATION will carry a listing of spring and summer short-term training opportunities. Those who wish to have their institutes, conferences and workshops included in the list should submit their information to the association's Recreation Personnel Service by December 1, 1952. The September 1953 issue of the magazine will carry a listing of fall and winter training projects. June 1, 1953 will be the final date for receiving this information.

How To Do IT! by Frank A. Staples

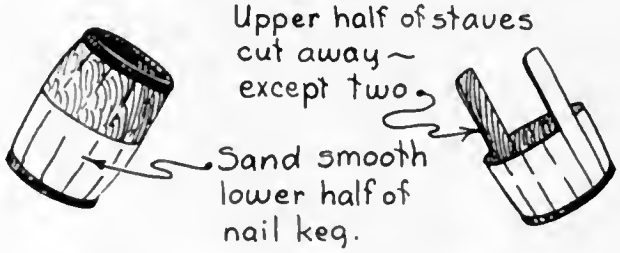
Make A Magazine Rack.

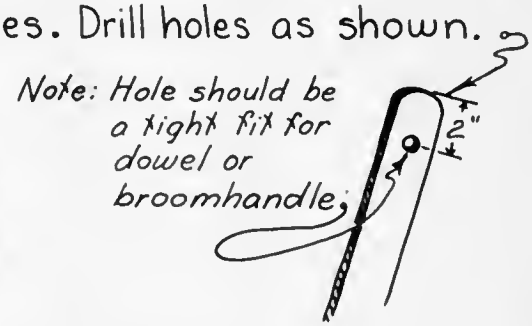
All you need ~ nail keg; sandpaper; saw; drill; dowel or broomstick; stain or paint; paint brush; leather or thin metal; upholstery tacks; and hammer.



~ DIRECTIONS ~

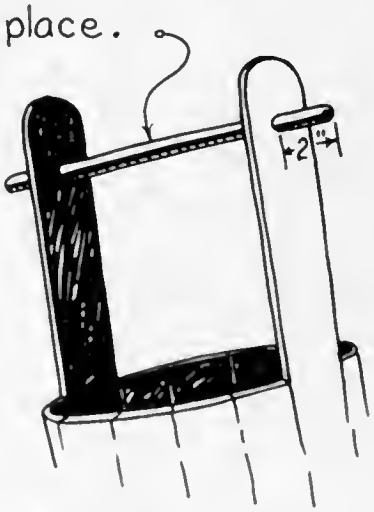
1. Smooth surface lower half nail keg. Use rough sandpaper.
2. Cut away upper half nail keg ~ except for two opposite staves.
3. Sandpaper both sides of long staves. Drill holes as shown.



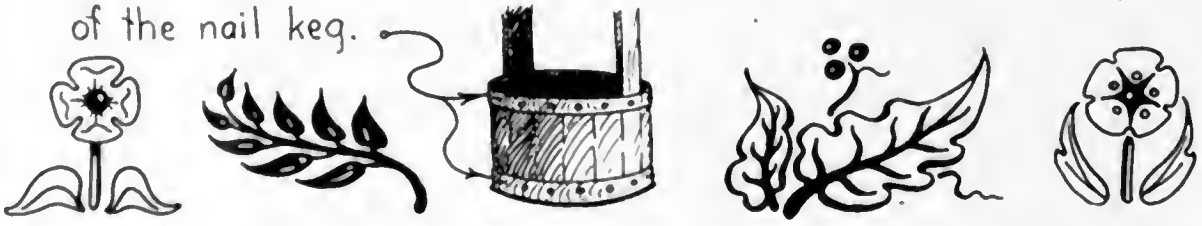


4. Place $\frac{3}{4}$ inch dowel or broomhandle in place.
5. Stain or paint inside and outside.

Note: For interesting contrast paint the inside a different color than the outside.



6. With upholstery tacks fasten a band of leather or thin metal strapping around the top and bottom of the lower half of the nail keg.



Recreation MARKET NEWS

Tractor

The "Tuffy" tractor, made by S. L. Allen and Company, Incorporated, Fifth Street and Glenwood Avenue, Philadelphia 40, can perform several functions. Weighing eighty pounds, powered by a one horsepower motor, it can plow and cultivate flower beds; with use of attachment sow grass seed, lime or fertilizer; can be hitched to handmower for power operation; or, hitched to trailer cart, can transport tools and materials or haul trash. For details, write manufacturer.

Foto-Jac

A new jacket for camera fans retails at about $9.95 in camera shops and sporting goods stores. Manufactured by Jacob Finkelstein & Sons, Woonsocket, Rhode Island, the makers of

Narragansett brand sports outerwear for men and boys, it is available in small, medium or large, in grey, tan, skipper blue and green; has eight pockets, six with zippers.

Shuttle-Loop

Shuttle-Loop is a game resembling badminton, played with a shuttlecock and paddles. A metal loop is erected on a standard in the center of a court five feet wide by twelve feet long. Because of the small space required and the absence of any article to cause injury to persons or furniture, this game may be played anywhere — home, camp, playground, school room or gymnasium, office or hospital. A set, containing two paddles, one shuttlecock, standard and loop, chalk and instructions, costs $4.95. If not available locally, contact Dudley Sports Company, 633 Second Avenue, New York 16, New York.

Radiant Heating

Use of floor radiant heating for gymnasiums, and even auditoriums, protects youngsters from the draftiness often present in large, high-ceilinged rooms. Technical information may be obtained from A. M. Byers Company, 1810 Clark Building, Pittsburgh 22.

Notepaper

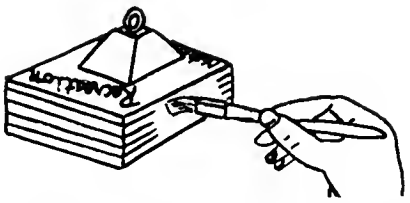
You can get that supply of attractive notepapers you have been needing and help to maintain the work of the National Parks Association at the same time. A series of boxes of twenty notes, illustrated with ten full-color photographs of different national parks and monuments from Devereux Butcher's collection, cost $1.00 each. Association address is 1840 Mintwood Place, N.W., Washington 9, D.C., Attention: Mr. Fred M. Packard.

Magic Marker

An instant drying, waterproof ink, applied from the bottle with an attached brushpen, Magic Marker, made by Speedry Products, Incorporated, New York 6, sells for 69 cents. Refill bottles cost 25 cents. It can be used for identifying marks on sports items —balls, bats, and so forth, for labeling boxes and other storage containers, or can be used in the arts and crafts program. It comes in eight colors.

Magazine Binding

Already familiar to some librarians is liquid plastic for mending books and binding magazines. Readers of RECREATION can now easily bind their own magazines in volumes. The simplest method, shown in illustration, is to stack the magazines, weight top, apply two coats of plastic with a clean brush to "hinge" side. When dry, the plastic is flexible, will not crack, and will last as long as the paper.



Several companies make a similar product. Among these, "Book-Saver" is manufactured by Delkote, Incorporated, Wilmington 99, Delaware (or Box 574, Berkeley, California) and retails per jar (8 ounce) at $1.95.

"Bind-art" is made by Bro-Dart Industries, Library Service, 59 East Alpine Street, Newark, New Jersey.

Others are "Norbond" made by Demco Library Supplies, Madison 1, Wisconsin, and New Haven 2, Connecticut; and "Magic-Mend" made by Gaylord Brothers, Incorporated, Syracuse, New York, and Stockton, California. Price for 8-ounce size is same for all trademarks.

Recommendations Wanted!

We have already had many letters of appreciation for the addition of the Market News page as a regular feature of this magazine. However, we would like to increase its usefulness.

You can help.

When you use a product, which you think is especially good — in your work with games, sports, handcrafts, maintenance or construction —and would like to tell others about it, won't you write a short note to RECREATION, describing it for us?

It can be another way to share our knowledge and experience.

Books Received

American Planning and Civic Annual, edited by Harlean James. American Planning and Civic Association, 901 Union Trust Building, Washington 5, D.C. $3.00.

Applied Leathercraft, Chris H. Groneman. Charles A. Bennett Company, Incorporated, Peoria, Illinois. $3.95.

Complete Book of Collecting Hobbies, The, William Paul Bricker. Sheridan House, New York. $3.50.

Craft Adventures for Children, Gretchen Grimm and Catherine Skeels. The Bruce Publishing Company, Milwaukee. $2.00.

Creating an Industrial Civilization, A Report on the Corning Conference, edited by Eugene Staley. Harper and Brothers, New York. $4.00.

Emerald City of Oz, The, L. Frank Baum. Simon and Schuster, New York. $.25.

Everyone Can Paint Fabrics, Pearl F. Ashton. The Studio Publications, New York. $3.95.

Experiment in Recreation with the Mentally Retarded, An, Bertha E. Schlotter and Margaret Svendsen. Illinois Department of Public Welfare, Chicago. Free.

Field Techniques Illustrated, Don Canham and Tyler Micoleau. A. S. Barnes and Company, New York. $1.50.

Fresh and Salt Water Spinning, Eugene Burns. A. S. Barnes and Company, New York. $1.50.

Gingerbread Shop, The, P. L. Travers. Simon and Schuster, New York. $.25.

Handbook of Private Schools, The, F. Porter Sargent. F. Porter Sargent, Boston. $8.00.

Hopalong Cassidy and the Bar 20 Cowboy, E. M. Beecher. Simon and Schuster, New York. $.25.

How to Add Years to Your Life, Peter J. Steincrohn, M.D. Wilfred Funk, New York. $2.95.

Howdy Doody in the Wild West, Edward Kean. Simon and Schuster, New York. $1.00.

Indian Silversmithing, W. Ben Hunt. The Bruce Publishing Company, Milwaukee. $4.75.

Inside the Majors, Joe Reichler. Hart Publications, New York. $2.95. Paper, $1.00.

Liability for Accidents in Physical Education, Athletics, and Recreation, Howard C. Leibee. Ann Arbor Publishers, Ann Arbor, Michigan. $2.00.

Marionettes, Donald W. Seager. The Studio Publications, New York. $5.00.

Methods in Physical Education, Hilda Clute Kozman, Rosalind Cassidy and Chester O. Jackson. W. B. Saunders Company, Philadelphia. $5.00.

Natural Fresh Water Fishing Baits, Vlad Evanoff. A. S. Barnes and Company, New York. $1.50.

Oklahoma Split T Football, Charles (Bud) Wilkinson. Prentice-Hall, Incorporated, New York. $3.95.

Pastels, Keith Henderson. The Studio Publications, New York. $5.00.

Readings in Group Work, edited by Dorothea F. Sullivan. Association Press, New York. $4.50.

Restyle Your Hats, Drucella Lowrie. The Studio Publications, Incorporated, New York. $2.95.

Right Way to Human Figure Drawing and Anatomy, The, A. Gladstone Jackson. Emerson Books, Incorporated, New York. $2.50.

Softball for Girls, A. Viola Mitchell. A. S. Barnes and Company, New York. $1.50.

Swing Together — Thoughts on Rowing, R. D. Burnell. Oxford University Press, New York. $3.50.

Track Techniques Illustrated, Don Canham and Tyler Micoleau. A. S. Barnes and Company, New York. $1.50.

Walk Your Way to Better Dancing, Lawrence Hostetler. A. S. Barnes and Company, New York. $3.75.

Walt Disney's Snow White and the Seven Dwarfs. Simon and Schuster, New York. $1.50.

Walt Disney's Ugly Duckling, The. Simon and Schuster, New York. $.25.

Young Sailor, The, Guy Pennant. Dodd, Mead and Company, New York. $3.00.

Magazines

Beach and Pool, *April 1952*

Let's Change the Time of the Indoor Swimming Season, J. E. Counsilman.

Some Answers to Pool Operating Problems, C. P. L. Nicholls.

The Swimming Pools at Levittown.

Control of Athlete's Foot.

Camping Magazine, *April 1952*

Understanding the Camp Group, John A. Frederick.

You Can Put Real Camping Into Your Camp Program, Marjorie Camp and Barbara E. Joy.

How to Cut Maintenance Costs, W. Glenn Wallace.

May 1952

To Learn to Live Together, Jack Winans.

Control of Algae, Julian H. Saloman.

Community Camp, Richard P. Overmeyer.

Journal of the American Association for Health, Physical Education, Recreation, *April 1952*

The Fourth "R"—Recreation, Louis E. Means.

Steps Toward Better Accreditation, William Hughes.

Recreation South of the Border, Carol Paradise.

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PARK MAINTENANCE, *February 1952*
Before Painting, Scrub and Scrape That Pool, K. T. Fezer.
Steel Pool May Be the Answer for Your Community.

March 1952
Trilium . . . Amazing Soil Conditioner for Clays and Silts.
New Chemical Retards Grass to Save Cutting.

April 1952
Gripes Invited—in Public Opinion Survey of Parks.
Wading Pools Are Never Failing Attraction for the Small Fry.
Admission Tax Rulings Under New Law.

SCHOLASTIC COACH, *April 1952*
Golf Without Fears, Ralph E. Hensley.

TODAY'S HEALTH, *March 1952*
Country Club for the Handicapped, F. Hall Roe.

UNDERSTANDING THE CHILD, *January 1952*
Keep That Spark of Faith Alive, James L. Hymes, Jr.

YOUTH LEADERS DIGEST, *January 1952*
TV and Boys Clubs, Howard G. Gibbs.

Pamphlets

BETTER LIVING BOOKLETS: Helping Children Understand Sex, Lester A. Kirkendall; Parents and Teachers as Partners, Eva H. Grant; Your Child and Radio, TV, Comics and Movies, Paul Witty and Harry Bricker; Your Children's Manners, Rhoda W. Bacmeister, Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. $.40 each.

CAMP ORGANIZATION FOR PROGRAM, Gerald P. Burns. American Camping Association, Chicago. $.50.

CAMP REFERENCE AND BUYING GUIDE. American Camping Association, Chicago. $2.00.

CAMPING AND OUTDOOR RECREATION IN CALIFORNIA. California State Department of Education, Sacramento.

CHILDREN'S BOOKS . . . FOR EIGHTY-FIVE CENTS OR LESS, Beatrice Davis Hurley. Association for Childhood Education International, 1200 Fifteenth Street, Northwest, Washington 5, D.C. $.50.

CONSERVATION IN CAMPING. American Camping Association, Chicago.

CRAFT METALS. T. B. Hagstoz and Son, Philadelphia.

EDUCATION AND NATIONAL SECURITY, National Education Association, 1201 Sixteenth Street, Northwest, Washington 6, D.C., and American Council on Education, 1785 Massachusetts Avenue Northwest, Washington 6, D.C. $.50.

ENVIRONMENT AND HEALTH, Federal Security Agency Public Health Service. Superintendent of Documents, Government Printing Office, Washington 25, D.C. $.75.

EXECUTIVE'S HANDBOOK OF THE AMERICAN BASEBALL CONGRESS. The American Baseball Congress, Battle Creek, Michigan. $.60.

FEELINGS ARE FACTS, Margaret M. Heaton. San Francisco Board of Education, San Francisco. $.25.

FUNDAMENTAL LINE DRILLS FOR LINE SKILLS IN THE "T" FORMATION, Jim Bonder. William C. Brown Company, 915 Main Street, Dubuque, Iowa. $1.50.

GATEWAY TO CITIZENSHIP, Carl B. Hyatt. Superintendent of Documents, United States Government Printing Office, Washington 25, D.C. $.75.

HALF AN HOUR FROM HOME. Onondaga County Park and Regional Planning Board, Syracuse, New York.

HANDBOOKS: For Teaching Piano Classes. On 16mm Films for Music Education. Music Educators National Conference, 64 East Jackson Boulevard, Chicago 4. $1.50 each.

HEALTH OF YOUR CAMP, THE. Boy Scouts of America, New York. $.60.

HEALTHY PERSONALITY FOR YOUR CHILD, A. Children's Bureau, Federal Security Agency, Washington 25, D.C. Free.

HOW TO IMPROVE YOUR SPORT SERIES: Archery, Badminton, Baseball, Basketball, Bowling, Tennis, Tumbling, Volley Ball. The Athletic Institute, 209 South State Street, Chicago. $.50 each.

JUNIOR LIFE ADJUSTMENT BOOKLETS: Life with Brothers and Sisters, Frances Ullman; You and Your Problems, Stanley E. Dimond. Science Research Associates, Chicago. $.40 each.

LADIES' GLOVEMAKING, Virginia Groneman. Charles A. Bennett Company, Peoria, Illinois. $.50.

Here's an offer you will want to accept

To let you become well acquainted with the Nation's leading magazines in maintenance for the park and recreation industry, we will send you the next six issues for only one dollar. (Regular price is $3.00 per year.)

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new Publications

Covering the Leisure-time Field

Measurement and Evaluation in Physical Health and Recreation Education

Leonard A. Larson and Rachael Dunaven Yocom. C. V. Mosby Company, St. Louis. $7.50.

Recreation workers who have taken elementary courses in measurement and evaluation in physical education, or elementary courses in statistics, will be interested in this new text by two members of the education department of New York University.

As far as recreation is concerned, however, the concept held by the authors appears limited to activity and more specifically to the physical activity aspects of recreation. The emotional and other non-physical outcomes are treated by implication.

A large part of the book (nearly 200 pages) is devoted to physiological and other physical measurements useful to physical education people. Other sections deal with measurement of knowledge and motor skills, and with administration of the measurement program.

This is actually two books, one on measurement techniques, particularly in physical and health education, and the other on statistical techniques. It is the hope of the authors that the material presented on "The Evaluation of the Operational Factors of Programs" will stimulate research on the construction of evaluation instruments.—*David DuBois*, NRA Research Department.

Creative Dramatics in Home, School and Community

Ruth Gonser Lease and Geraldine Brain Siks. Harper and Brothers Publishers, New York. $4.00.

All recreation leaders, teachers and parents who think of dramatics for children only in terms of "children's theatre" or drama performed for a child audience, with staging, costuming, and the like, should consider this book a *must*. So, also, should those leaders already concerned with this activity, who are looking for new and stimulating ideas.

Creative dramatics is the term given to the form of drama which exists for the child participant. It is a way of teaching, for adults a way of learning, for children. It is not concerned with training children to become actors, nor in creating plays for an audience, but is aimed toward the development of the whole child, socially, emotionally, intellectually, physically and spiritually.

This book presents a practical philosophy and technique of creative teaching. In addition to sections on how to guide children in creative dramatics, dramatic play on the lower elementary level, creative dramatics in the upper elementary and junior high school levels and learning through creative dramatics, it includes sections on this activity in the home, in community and recreation programs. Another is devoted to leadership.

Say the authors, "It is true that many leaders will have a special flair for creative dramatics, but sincerity, enthusiasm and common sense will go a long way in helping a person who is willing to work creatively with children. . . . If a leader has faith in what she is doing, she will grow immeasurably along with the children, and creative dramatics can take them wherever they choose to go—to the mountains of Tibet, to King Arthur's Round Table, or up to the moon in a shoebox.

"A mother, teacher, any adult leader who really cares for children and who guides them slowly but surely into an appreciation of their cultural heritage, will be doing far more than she may ever realize to build future patrons in the fine art of living."

An appendix of the book carries listings of material for dramatization, categorized according to subject-matter and age-groups. An excellent bibliography is included.

Recreation for the Blind

Charles E. Buell. American Foundation for the Blind, New York. $.45.

Dr. Buell, director of physical education at the California School for the Blind, and author of the well-known book, *Sports for the Blind*, discusses, in this new pamphlet, the psychological aspects of recreation for the blind, emphasizing that "busyness" is not the answer. The aim should be to fit the person for normal living. Recreation is one of the major forces in preventing a blind person from slipping into apathy, with accompanying physical, mental and emotional problems. For this reason, it is very important that an inexpensive publication of this kind can be made available, as a guide for agencies, organizations, leaders, friends and relatives of a blind person or persons.

The many hobbies and leisure-time activities that can be learned and enjoyed without sight are discussed. One chapter explains how many of the games familiar to all can be adapted very simply for the blind, and includes a rotative party plan. Another chapter outlines simple techniques for making softball, football, swimming, golf, and other sports, possible for the blind or partially blind. *Virginia Musselman*, Correspondence and Consultation Service, NRA.

Understanding Children's Play

Ruth E. Hartley, Lawrence K. Frank, Robert M. Goldenson. Columbia University Press, New York. $3.50.

A report of an exploratory study of play and its effect on the development of young children, made by the Caroline Zachry Institute under a two-year grant from the National Institute of Mental Health, this book is published through a grant from the New York State Mental Health Authority.

Stimulating and revealing, it should be very useful in the areas of training nursery, play, kindergarten and elementary teachers. It urges developing the full potentialities of toys, games, creative materials and play activities, for fostering personality growth, and helping parents provide suitable play materials for their children. It brings out, to an amazing degree, the need that children have for time, space, play materials and experiences, and it emphasizes the important point that children, when playing, are not just engaged in self-expression, but also in self-discovery. In play, a child can manipulate, organize, change and rearrange his small world of toys and materials, gradually learning to get along with himself and with others. "To read the language of play is to read the minds and hearts of children."

x x x

Material based upon observation of nursery school children in exploratory projects with puppets, miniature life toys, and in planned play groups, has been condensed into two additional pamphlets, *Growing Through Play* and *New Play Experiences for Children*, each priced at $.75, available from same publishers.

Here's How and When

Armilda B. Keiser. Friendship Press, New York. Cloth, $2.75; paper, $1.50.

A delightful book of creative activities. Hinging primarily on the world friendship theme, but never obvious or "preachy," this is written in a breezy style. Janet Smalley has illustrated it with clever, humorous sketches, adding greatly to its charm. All of the games, crafts, and other projects, are in excellent taste, and there's a great deal of good program material between these gay covers.

Homespun Crafts

E. Kenneth Baillie. Bruce Publishing Company, Milwaukee. $3.00.

This is the clearest and best illustrated book on simple craft projects we have seen in many months. Utilizing only easily obtained materials—usually those which can be found in any catch-all closet—the author gives excellent instructions and drawings for useful and decorative items which anyone can make. Presented so as to require a minimum of preliminary work, projects are described for leather, wood, metal, felt, glass and several miscellaneous materials.

With Christmas in mind, we recommend this book not only as a guide for those who would like to make gifts for others, but we recommend the book itself as an excellent gift—to be given early so the recipient may use it.

Recreation Leadership Courses

Sponsored by the National Recreation Association
and
Local Recreation Agencies

September, October, November 1952

HELEN DAUNCEY Social Recreation	Paducah, Kentucky September 15-18	Joe Mitchell, President, McCracken County Recreation Association, The Paducah Sun-Democrat
	Clanton, Alabama September 22-25	James H. Boeckholdt, County Superintendent of Education
	Columbiana, Alabama September 29-October 2	W. W. Elliott, County Superintendent of Education
	Texas City, Texas October 6-9	Richard F. Keller, Recreation Director
	Tyler, Texas October 13-16	Robert Shelton, Director, Parks and Recreation, City Hall
	Bellaire, Texas October 20-23	Dick Gage, Superintendent, Parks and Recreation
	Tulsa, Oklahoma October 28-31	George Taylor, Superintendent of Recreation, City Hall
	Wichita Falls, Texas November 10-13	Albert LaGasse, Superintendent of Recreation and Parks
ANNE LIVINGSTON Social Recreation	Mrs. Livingston will be on leave of absence during this period	
MILDRED SCANLON Social Recreation	Miss Scanlon will be filling assignments in the Midwest District during the month of September	
	Seattle, Washington September 29-October 3	National Recreation Congress
	(As RECREATION goes to press plans are being made for Miss Scanlon to conduct a series of training courses in the Pacific Northwest District after the Congress. If interested in open dates write to C. E. Reed, Manager, Field Department, National Recreation Association)	
GRACE WALKER Creative Recreation	Talbot County, Maryland September 8-11	Miss Kathleen A. Francis, Board of Education, Easton, Maryland
	Cambridge, Maryland September 15-18	Mrs. Viola J. Comegys, St. Clair High School, Cambridge, Maryland
	Seattle, Washington September 29-October 3	National Recreation Congress
	Montpelier, Vermont October 20	Mrs. A. O. Brungardt, Vermont Director of Recreation
	Wadesboro, North Carolina October 27-30	Mrs. Dorothy P. Goodson, Supervisor, Negro Schools of Anson County
	Durham, North Carolina November 3-6	Irwin R. Holmes, W. D. Hill Community Center, 1308 Fayetteville Street
FRANK STAPLES Arts and Crafts	King County, Washington September 15-25	Robert C. Stephens, Superintendent of Park and Recreation Department, 612 County City Building
	Seattle, Washington September 29-October 3	National Recreation Congress
	Klamath Falls, Oregon October 6-16	Robert E. Bonney, Superintendent of Recreation, City Hall

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of courses, registration procedure and the like, communicate with the sponsors of the courses as listed above.

Hints and Helps for the Fall Holidays

Material to aid you in your planning for Halloween and Thanksgiving celebrations is available from the National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Halloween

All Set for Halloween (P 10)—Large-scale, outdoor suggestions and smaller-scale, indoor ideas . . . . . $.15

Bring On Your Spooks (MB 1949)—Suggestions for decorations and games . . $.10

Community Celebrates Halloween, The (P 108)—Reports from many cities, with suggestions for the whole community and for neighborhood affairs . . . . . $.15

For a Halloween Party (MB 580)—Games, contests and fortunes for a party . . $.10

Fun for Halloween (P 78)—Party plans include decorations, invitations, pre-party games, active games, quiet games, musical activities, stories, dramatics and a good bibliography . . . . . $.25

Games and Stunts for Halloween (P 113)—Includes a dance, fortune-telling, and so forth . . . . . $.15

Ghosts and All (MB 625)—A party plan $.10

Halloween Gambols (P 118)—A short play in which the host is none other than Mephistopheles, and there are ghosts, goblins and witches . . . . . $.10

Halloween Party for Children, A (MB 1696)—House-to-house party with different activities at every stop along the route $.10

Outline for Halloween (MB 2003)—Lafayette, Louisiana, plans for grade parties $.10

Peter Pumpkin Eater (MP 202)—A children's play, based upon the old nursery rhyme $.15

Terrible Ghost Story, A (MB 267)—Chills and thrills abound in this short, but effective, ghost story . . . . . $.10

Window Painting for Halloween (P 116)—Suggestions for window painting contests . . . . . $.10

Thanksgiving

Captain's Dilemma, The (MP 89)—A playlet based upon the famous courtship of Miles Standish . . . . . $.10

Children of the Americas (P 117)—A pageant depicting, through song and dance, historic periods of America . . . . $.10

Community Pageant for Thanksgiving (MB 2010) . . . . . $.10

Faith of Our Fathers (MP 46)—A Pilgrim pageant. The first part tells of the Pilgrims, brings out clearly the signing of the Mayflower Compact and also contains a scene of the first Thanksgiving. The second part tells of the faith of our fathers in modern times . . . . . $.25

Family Party for Thanksgiving, A (MB 1578) . . . . . $.10

For a Happy Thanksgiving (Reprinted from RECREATION) — Suggestions for a simple harvest community night consisting of songs, dances and considerable pageantry. Also suggests other possibilities for harvest entertainments and festivals . . . . . $.10

Harvest Home Thanksgiving Party (P 119) — Grand fun for a family celebration . . . . . $.10

Program for Thanksgiving, A (P 120)—Eight tableaux with narrators . . . $.10

Thanksgiving Ceremonial, A (MB 1421)—For church, school, community auditorium use. The Earth Mother and the Earth Children take part in a procession, followed by groups of Pilgrims, pioneers and those who shore their offerings . . . . . $.10

Thanksgiving Down on the Farm (MB 1892)—Decorations and games . . $.10

Three Thanksgivings, The (MP 51)—A November humoresque of the Thanksgivings of the past, present and future . . . . $.25

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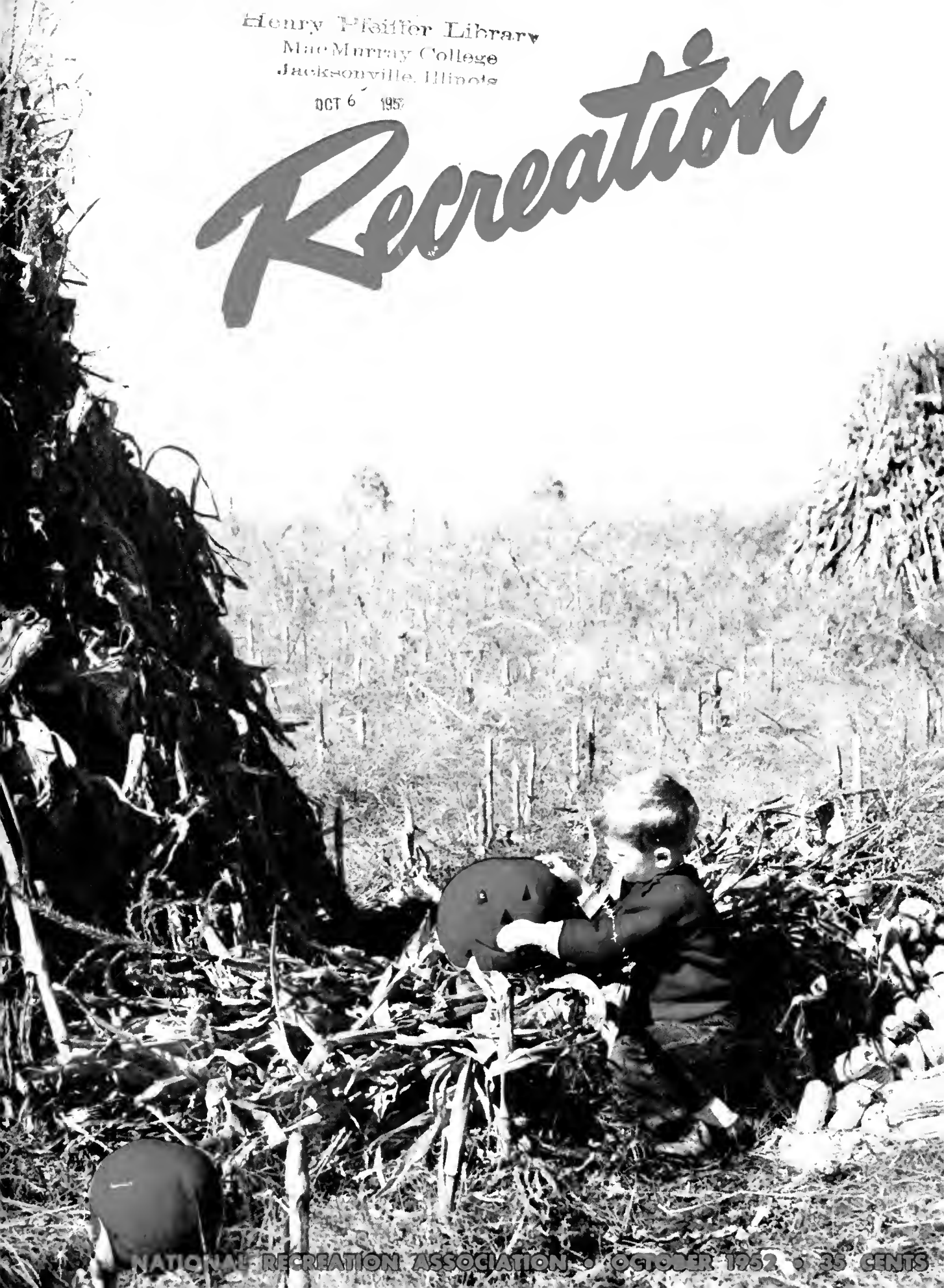
Recreation



NATIONAL RECREATION ASSOCIATION • OCTOBER 1952 • 35 CENTS

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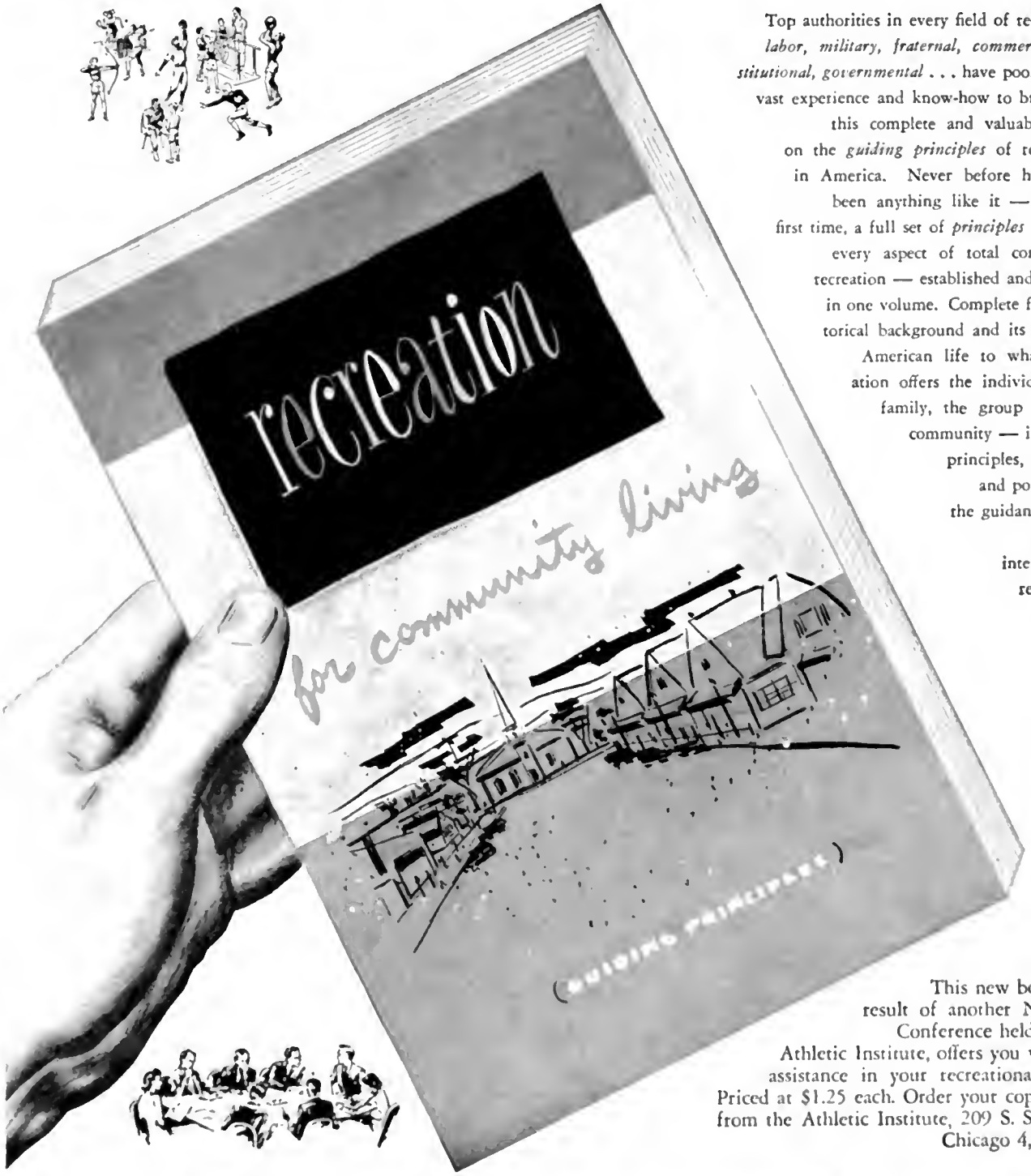

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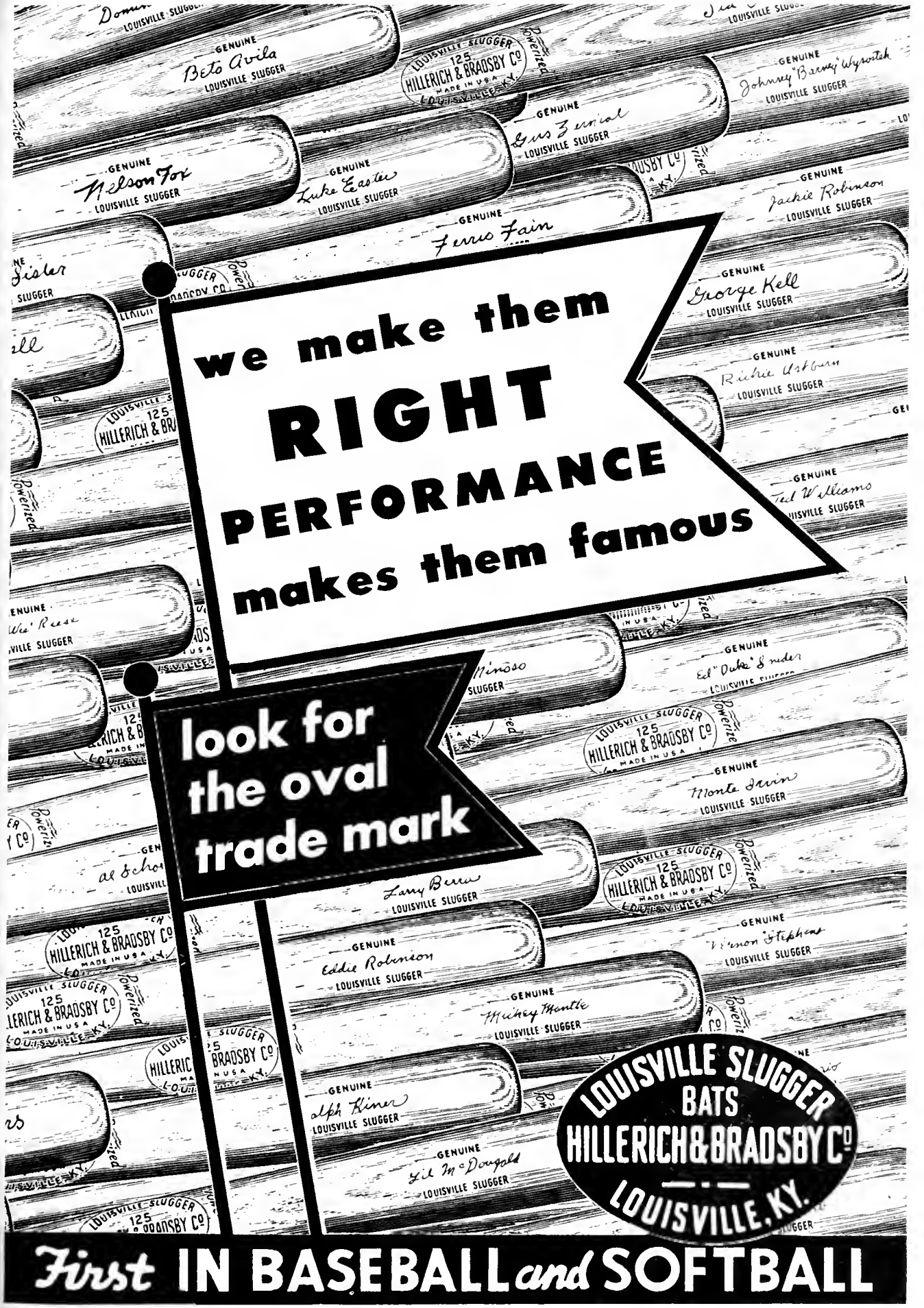
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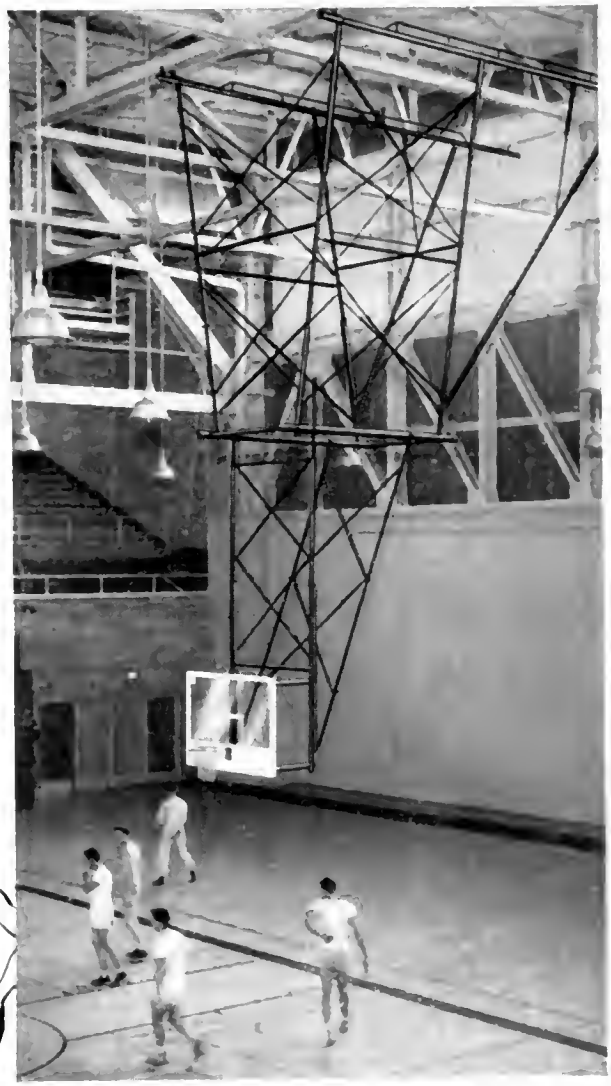

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OCTOBER, 1952

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Vol. XLVI Price 35 Cents No. 5

On the Cover

Pumpkins will soon, in the hands of small boys, change into grinning jack-o-lanterns for the eve of Allhallows. Photo courtesy of Massie, Missouri Resources Division.

Next Month

In November, recreation leaders will be looking ahead to Christmas. This issue, therefore, will carry new ideas for the forthcoming festivities—candle making, a new party and tricks and stunts. "Christmas Programs Through the Years" will present quick views of community programs since the 1920's. The lifting of the ban on swimming pool construction, which is imminent in 1953, is responsible for the article, "Construction of Swimming Pools." Many other ideas for program leaders and administrators will fill its pages.

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A Service Organization Supported by Voluntary Contributions

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Affiliate membership in the National Recreation Association is open to all non-profit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Things You Should Know . .

▸ A Scholarship for Graduate Study in landscape architecture is being offered at Harvard University for the academic year 1953-1954, carrying a stipend of six hundred dollars—the equivalent of tuition for one year. The curriculum embraces the design of area of land for human use and enjoyment. Further information will be furnished upon request, up to November 1, 1952. Address The Chairman, Department of Landscape Architecture, Robinson Hall, Harvard University, Cambridge 38, Massachusets.

▸ There Are Now More Than Seventy School Districts in Michigan providing a week or more of school camping as a part of the regular curriculum, according to Dr. Julian W. Smith in a talk delivered to the 1952 American Camping Association Convention. He stated that California reports fifteen school districts involved. Others, including Indiana, Texas, Illinois, New York, North Carolina, Florida and Washington, report that schools have already initiated programs. Official publications, proceedings of conventions, and the pronouncements by associations of school administrators and other professional groups indicate acceptance of school camping as an integral and desirable part of educational experience.

▸ Acting Upon a Request of the Community Services Branches of the U.S. Air Force and the Department of the Army, the National Recreation Association early last summer started a pioneering program to mobilize all community recreation resources within a wide radius of ten military installations in central Texas. Clarence E. Brewer, representing the association, worked with the Community Services of the U. S. A. F. and Fourth Army Command on a joint plan of action resulting in the services of volunteer committees to act as sponsors to encourage the participation of military personnel in community activities. A directory was compiled, for the installations, of all recreation areas, facilties, places of interest to visit, the resources and services of the state park departments, Texas state departments, universities, colleges, commercial recreation, and of resource persons having a specialized hobby and who were willing to cooperate with personel officers on post in promoting hobby activities for military personnel.

Major-General John McCormick, Director of Military Personnel for the U.S.A.F., writes regarding this project: "I have been receiving regular reports on the very valuable services the United States Air Force has been receiving from the National Recreation Association. It is evident that the persistent and skillful efforts of your representatives, closely coordinated with the plans and programs of our air base commanders, have resulted in the discovery and availability of many community resources hitherto unused. The most recent report on the Wolters Air Force Base Community Service Project, organized by Mr. C. E. Brewer, is an excellent example of the worthwhile defense activities of your organization."

▸ The Seventh Annual Industrial Recreation Conference will be held at Purdue University October 19 to 21, 1952. A highlight of the conference will be the banquet address on Monday evening by Dr. Harold D. Meyer, Professor of Sociology, University of North Carolina; consultant, North Carolina Recreation Commission; and former president of the American Recreation Society. He will speak on "Recreation—Its Potentials in Contemporary Society."

▸ Recent Figures re-emphasize the fact that each year more children are killed playing in the streets than through polio. According to the 1951 figures of the National Foundation for Infantile Paralysis, there were 28,668 cases of polio reported in the United States, but during the same year, the number of children killed or injured while playing in the streets, totalled 54,170 .

▸ A New Recreation Program Service and a national advisory committee on recreation programs and activities is being inaugurated by the National Recreation Association. Virginia Musselman, now head of the association's correspondence and consultation service, will be in charge of this new department and will serve as the committee's secretary. George A. Nesbitt, who has been district representative in New York state, will take over direction of the correspondence and consultation service.

▸ A Policy Statement on the danger of over-development and commercialization of state parks is being prepared through the cooperation of the National Conference of State Parks, American Institute of Park Executives and the National Recreation Association.

▸ Two New Recreation Societies, officially organized last spring, are:

The Tennessee Recreation Society with Al Strozdas, recreation director of Oak Ridge, serving as president. Plans called for pamphlets and leaflets, stating the society's constitution, by-laws and dues, to be distributed to all recreation leaders in the state.

The Metropolitan New York Reereation Society, an affiliate of the American Recreation Society. It was organized in April and is now meeting regularly. It welcomes into membership all those who are professionally engaged in the recreation field, no matter what kind of agency or what its major focus.

Special Services

There is still an urgent *need for women* for special service club work in Japan. College graduates are preferred.

Civilian women also are needed for club work in other overseas areas. Women, ages twenty-four or twenty-five, are in demand, too, for club positions at posts and bases in all parts of the United States. Information concerning all special service opportunities may be obtained from the Recreation Personnel Service, National Recreation Association, 315 Fourth Avenue, New York 10. New York.

An International

FOR MANY YEARS the National Recreation Association has been interested in and has provided consultative and advisory services to agencies and individuals throughout the world concerned with recreation. The Board of Directors of the National Recreation Association has now authorized the formal establishment of an International Recreation Service, as a channel through which the many services of the association may be made more readily available to them.

In 1911, Mr. and Mrs. G. M. Goethe, under the auspices of the association, made a trip around the world and were instrumental in the establishment of playgrounds and other recreation facilities in several countries. Throughout the years many recreation friends from other countries have attended the association's annual recreation congresses. In 1932, the association sponsored the first International Recreation Congress, which was held in Los Angeles, California, in connection with the Olympic Games of that year. Since 1945, it has been serving hundreds of individuals and agencies concerned with recreation in many nations. During the last few years many American recreation leaders have been serving abroad. This summer Mr. and Mrs. T. E. Rivers represented the association at the Sixth Japanese Recreation Congress and made contact with recreation leaders and other outstanding persons interested in recreation in the several countries they visited en route to Japan.

The provision of recreation service and help, however, has not been a one-way affair. The recreational and cultural life of America has been tremendously enriched through the years by contributions from all the peoples of the world, and there is still much we might learn from other nations. The national recreation movement of the United States itself rests upon the pioneer recreation work done in many countries, particularly England, Germany and Switzerland; and it was Dr. R. L. Jacks of Oxford University, England, who carried the inspiring story of recreation to thousands of persons throughout the United States during the years 1931 and 1932.

An increasing recognition, since the beginning of the twentieth century, has been given to recreation in all parts of the world as an important and necessary part of life contributing to education, character development, happiness, health, safety and citizenship. In several countries, as well as in the United States, special attention has been given to recreation, sometimes by the national, provincial, state or county governments, sometimes by municipalities, often by civic and social organizations. A number of countries have established organizations of national scope devoted to recreation, similar to the National Recreation Association.

In all cases, the term "recreation" is used to cover the general field of play for children, recreation for youth, and the recreational use of leisure time for adults and the aged. It means the provision of such facilities and activities as parks, playgrounds, neighborhood recreation buildings, games, sports, athletics, music, dramatics, arts and crafts, camping, hiking and like activities when organized and developed for general participation by all the

Recreation Service

people in rural as well as in urban communities. It does not include commercial recreation activities.

Since the end of World War II, interest in recreation has been manifest to a greater degree than ever before in many foreign countries. Letters from individuals and organizations seeking advice, information and literature on recreation have been reaching the National Recreation Association in steadily increasing numbers. A desire to profit by the experience of the United States in developing a community recreation movement is quite evident in many countries.

As the occupation authorities of both Germany and Japan are turning back the control of those countries to their own governments, and both public and private agencies of those countries are left without official help and guidance, it becomes imperative that such organizations as the National Recreation Association provide private and voluntary services in the fields of their respective interests.

Furthermore, so long as the peace of the world and the defense of the world's democracies require the United States and other nations to maintain large numbers of their citizens abroad, in military and other capacities, it is of the utmost importance that some way be found to bring together the public and private recreation agencies of America and its allies in a program to open up, to the representatives of other nations, the hearts, the homes and the normal and wholesome recreation opportunities of the countries in which they are serving.

The formal establishment of an International Recreation Service by the National Recreation Association will provide a central service agency to make available both information and skillful guidance for recreation leaders, agencies and associations in all parts of the world, just as the National Recreation Association for over forty-six years has served in the United States as the central service agency for local, state and national agencies, public and private, concerned with public recreation.

The International Recreation Service will also participate in the work of the Committee on International Social Welfare of the National Social Welfare Assembly and in cooperation with that committee will serve in a consultative and advisory capacity to the several United States and United Nations bodies active on the international welfare scene—such as the Federal Security Agency in relation to the Federal Interdepartmental Committee on International Social Welfare, the United States National Commission for UNESCO, the International Labor Organization, the Conference Group of United States National Organizations on the UN, the Social Commission of the United Nations, and the United Nations Economic and Social Council. It will assist the State Department of the United States with reference to the welfare phases of the United States foreign policy, particularly with such questions as the welfare attache program, Point IV and technical assistance, and United States Government representation at international conferences.

Faced with the impelling need of bettering international relations if we are to win the peace, now is the strategic time to provide world-wide services in the field of recreation.

It is our hope that we who know what recreation can do, both for the individual and for the community, will find a way, through the establishment of the association's International Recreation Service, to bring together the recreation forces of the world to promote a richer, more abundant leisure life for all.

A Rich Contribution

Sirs:

In regard to the guest editorial in your April 1952 issue, Mrs. Hobby has packaged as neatly, convincingly and colorfully what community recreation programs can do for service women as any gifted saleswoman with enlightened understanding of the product could. The material is presented so crisply and tidily and with such irrefutable appeal that I am guessing there will be a big demand for copies. It is certainly a rich contribution in general and particularly in relation to defense services such as those in which the NRA and the Community Services Branch, Special Services Division, Office of the Adjutant General, Department of the Army, along with others, are engaged.

G. Ott Romney, *Chief, Community Services Branch, Department of the Army.*

Playground Improvements

Sirs:

RECREATION magazine is a big aid to us in conducting our various programs. It contains *something for everybody* on our staff and all of us read it thoroughly each month.

This year we have conducted a Playground Improvement Project on each of our fifteen playgrounds, having received this idea from your April (1951) issue, and we achieved the following results:

1. Padding the side edges of the seat and all nuts and bolts on the baby swing seats with foam rubber and covering with leatherette (Deering Oaks Playground). This safety device does not prevent bumps on heads but it does eliminate serious cuts.

2. Painting of shuffleboard courts on the long sides of a tennis court plus construction of all shuffleboard equipment (Wills Playground).

3. A beautiful cork-faced bulletin board with multicolored letters (Lincoln Park).

4. A nine hole miniature golf course (Presumpscott Park).

5. Volleyball court (P. J. Deering).

6. Fireplaces of rectangular paving stones (Bayside, Gulliver Field, Payson Park and others).

7. Planting of oak trees (Peaks Island).

8. Permanent horseshoe boxes (Douglas Street).

9. Baseball field, complete with backstop and snow fence for outfield (Gulliver).

10. Craft table and board games (McIntire).

11. Fireplaces and council rings at a "woodsy" playground (The Pines).

Our local Rotary Club is co-sponsoring the project and will give playground equipment as prizes to the best projects. I am a firm believer in the fact that youngsters, parents, friends and play leaders should help improve their areas. This gives a neighborhood the feeling of responsibility for their playground.

Thanks to you and RECREATION magazine for a wonderful idea.

Jack Crain, Junior, *Director of Recreation, Portland, Maine.*

Concern About Salaries

Sirs:

I read with avid interest your article on salaries in the September issue—as I imagine did everyone in the recreation profession. The results lived up to my expectations but not up to my hopes. To me the thing that pointed up the sad story that your figures told was the article under "Personnel" bewailing the decrease in the number of colleges offering recreation degrees and in the number of students enrolled in such courses, and the relatively poorer quality of such students.

You seem very concerned with this problem—and rightly so, I believe—urging a nation-wide systematic recruiting program for the profession. It seems to me that there is a direct correlation between the results of your salary survey and the apparent lack of enthusiasm on the part of top-notch young people to enter the profession. Very few outstanding high school students in our society are going to set their sights on a career in a profession where the top salary for the man with the heavy responsibility of managing a large department in a midwestern metropolis is only $11,000—a junior executive's salary in many of our business concerns. A median salary of less than $100 per week—which can be matched in any airplane factory or steel mill—is not going to attract very many to spend four or more years in college and considerable money preparing for a career in this field.

I have no personal complaint at the present time concerning salary—being in the first year on a new job and receiving the figure I asked for. In fact I have received a raise in salary each year that I have been working. However, the rise in the cost of living since I left college in 1948 has matched my progress, and the economic prospects for the future revealed by your survey of salaries seem dim.

It seems to me that the best way to lick the recruiting problem—and incidentally the greatest service that the National Recreation Association and the American Recreation Society could perform for the profession—would be to devote a much stronger effort to raise salaries in the profession now. The success of labor unions has proven the strength of organized groups. I am not advocating a union for recreation superintendents or other professional workers, but I am advocating an increased effort by the already established organizations mentioned above on behalf of the individual executive and staff member on a nation-wide basis.

JOHN B. PENNEY, *Superintendent, Brattleboro, Vermont, Recreation Department.*

Editorially Speaking

United Nations Playground

The establishment of the United Nations playground, last year, called forth the following comment, from columnist H. I. Phillips, in the New York press:

The Kids and the Diplomats

OK, envoys, delegates and officials, custodians of a world's fate, spokesmen for the biggies of this planet! This is one of your more understandable decisions . . . a step in keeping with the ways of the Prince of Peace. Now the coldness of steel skyscraper and the forbidding aloofness of diplomats give way to a heart-warming human touch.

The scurrilous debate is softened by laughter; the acrid mood is touched by song; the gravest decision on the topmost floor . . . is made to seem less important momentarily than the questions down in the street below, "Who slugged 'Shorty' Murphy?" "What little girl pushed Jennie out of the swing?" Pause, oh statesmen of the earth! Get an eyeful of children at play! Listen to their laughter!

The kids can help you. An international issue will seem suddenly less vital when, responding to a childish treble, you catch a flash of your childhood memories. Your tempers will be soothed by the sight of kids at play. Spokesmen for empires may glimpse the top secret key to peace in the hearts and voices of cavorting youngsters. And perhaps amid the shouts from the United Nations playground there will be heard in the council halls high up in the steel skyscraper the timeless Voice whispering, "Suffer ye little children to come unto me."—From The Sun Dial, by H. I. Phillips, by special permission of the Associated Newspapers and the New York *World Telegram and Sun.*

"I Hate Reading!"

As our thoughts turn to the subject of reading and we take another look at its place in the recreation program, in view of planning for Book Week[1]—November 16 to 22—recreation leaders will be interested in an article of the above title, by Helen J. Greenblat, a seventh-grade teacher in the public schools of Newark, New Jersey.[2]

"The tie-up between reading difficulties and juvenile delinquency evinces itself with startling regularity," writes Miss Greenblat. "It is true that not *all* retarded readers seem to suffer from emotional disturbances or come to grips with the law. But on the other hand, the reading ability of nearly all delinquents is considerably below their mental capacity. . . . Authorities in the field of reading are accepting more and more the factor of emotional maladjustment as a prime cause of reading difficulty. . . .

"Less attention has been paid, however, to the reverse side of the problem . . . to what extent does reading retardation cause and/or aggravate feelings of inadequacy in the child? Practically at the beginning of his school career he is grouped according to his reading performance. Then and there the stigma becomes attached. . . . It takes very little time for the children to discover which are the slower learners and to emphasize the fact by such endearing epithets as 'Dope' or 'Lamebrain' (both of which I've heard used on the playground by little first-graders). . . . As the child grows older, reading becomes a prerequisite for an increasing number of subjects in the curriculum. . . . Thus our slow reader is being set farther and farther away from his fellows. . . .

"I have found that such children reveal acute awareness of their reading inadequacy and are bitterly resentful. . . . All this animosity gives rise to the oft-heard cry, 'I hate reading!' No amount of stereotyped 'remedial reading' assistance will help. Treatment consists rather of attempting to lessen the pent-up aggression and hostility and of building up self-confidence. . . . I try to stimulate interest in reading by dealing with such topics as the child himself suggests. This is based on the rapport between us.

"Once interest has been achieved and self-confidence has been fostered, more formal work may be cautiously introduced."

[1] See "Reading is Recreation," page 269.

[2] Appearing in June 1952 issue of *Understanding The Child*, published by the National Association for Mental Health, 1790 Broadway, New York.

The Importance of Play

I much admire the custom in many Jewish families of elders and children playing card games, dominoes, and checkers after the evening meal together. It takes love and self-discipline for a worried man to settle down to games with children. Parents encourage their children to make music, to paint, to work in photography and to play outdoor games. They know the art of family life. It's so much easier to give the kids money and send them to the movies or let them take what wisdom they can get from television!

Recreational direction has become a paid profession because so many parents have been too selfish to give themselves in teaching children how to play.—From *Head Over Heels, a Guide for the Better Self*, by Maurice S. Sheehy. Published by Farrar, Straus and Young.

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Recreation Capital

J. N. Murdock, Recreation Director.

Juvenile delinquency holds no terrors for Lethbridge, self-styled "Recreation Capital of Canada." Not that the youngsters of this thriving metropolis of the irrigation area of southern Alberta are better, or worse, than those of other places. They are just as full of brimstone and ginger as any other normal youngsters, but here, through coordinated efforts of service clubs and city fathers, centered in the $325,000 Civic Sports Centre, the $240,000 skating and curling rink, two heated outdoor swimming pools, a ninety-acre artificial lake, four ball parks, nine playgrounds, eight outdoor skating rinks and endless other facilities, the youth of the city are given a healthful opportunity to work off their high spirits and super abundant energy in favorable and appealing atmosphere. Four of these playgrounds have youth councils which, complete with mayors, govern their individual activities. These councils function under direction of the children's parents and a playground supervisor.

Starting from scratch, these sports and recreational features have mounted from a mere nothing to an edifice of colossal stature in the past four years. Sparked by the work of service clubs—the $60,000 Lions swimming pool, and the $40,000 Kinsmen Playground—it was the generous, far-sighted gift of $100,000 donated by the late Fritz Sick, pioneer industrialist of the city, that really got things under way.

The Civic Sports Centre

Promptly, Mayor D. H. Elton, K.C., took steps to procure from the Dominion government, for a civic center, the entire Royal Canadian Mounted Police barracks square in the center of the city. Paid for out of this donation and largely from reserves built up during the war years, the major units have been constructed during the past four years without running the city into debt. Stronghold for the entire sports and recreation program is the Civic Sports Centre building, wherein are now coordinated not only youth activities but all the art, music, cultural and sports activities of the city. This was officially opened by Emil G. Sick in October, 1949, in memory of his father.

Directly off the lobby and executive offices, Number One Gymnasium and auditorium contains a basketball and volleyball floor, four badminton and two shuffleboard courts; it is equipped with a public address system and bleacher accommodation for eight hundred. Twelve storage rooms are built under the bleachers, providing almost unlimited space for the equipment of all groups using the building. Number Two Gym, constructed as an immense stage, looks down on Number One. It is equipped with removable draw and drape curtains and other stage trappings, and is marked out for a basketball floor and two badminton courts. The boxing gym is equipped with demountable rings and other training facilities, while the heated outdoor swimming pool, 106 feet by 55 feet, forms part of the main building.

Apart from these features, the Civic Sports Centre and Fritz Sick Memorial also offers a large number of meeting or club rooms. It's not unusual to find all these in use at the same time—a game of basketball going on in the large gymnasium, members of the Old Timers' Dance Club practicing reels and square dances in the other, the boxing club conducting regular classes in the basement gym while the sketch club, camera club and other cultural groups are holding meetings in the various rooms. Many of them congregate later in the large dining hall, which is serviced by a fully modern and up-to-date kitchen.

Latest addition to the Civic Sports Centre is the $240,000 Ice Centre, an enormous structure housing the largest covered-ice surface in the Dominion, which was opened last November. It contains a skating and hockey rink 180 feet by 80 feet, ten curling sheets, seating accommodation for eight hundred, dressing rooms and showers for girls and boys, a glassed-in spectators' room and lobby, and a refreshment concession. Other development work in prospect embraces a quarter-mile cinder track, a turfed football pitch and a new fastball diamond.

Guided by the Recreation Commission

Lethbridge's city-wide program is developed to include everyone, from the youngster to the oldster, with all na-

PHILIP H. GODSELL, *Fellow of the Royal Geographical Society, is the author of several Arctic travel books.*

of Canada

Philip H. Godsell

Rehearsal for one of musical pageants and reviews which played to enthusiastic audiences and were a part of the gala week.

"Recreation Week" opened with a spirited western hoe-down attended by fifteen hundred old-timers from southern Alberta.

tionalities and groups participating. Organized recreation in all its aspects—physical, social and cultural—is essentially a matter of "having fun." But it is more than that, for it is a tremendous value in developing character, a spirit of cooperation, and in building good citizens.

The over-all guiding force is the recreation commission, a citizens' committee appointed by the city council. Chosen to head this eight-member committee was George B. McKillop, M. B. E., who has done more for the youth of Lethbridge in the last three decades than any other one man—a fact recognized in 1948 when he was made a Member of the Order of the British Empire. On his recent retirement he was succeeded by D. L. "Pat" Hamilton. Under Mr. McKillop's direction the following Sports Centre policy was established:

1. "That its program shall be built up to the point where the Civic Sports Centre shall become the center of all community activities, and where practically all groups can make use of the building.

2. "That the rates must not be excessive so as to defeat the purpose for which the building was planned.

3. "That the building be open to all groups, or individuals, so long as their activity conforms to the rules governing the purpose, use and maintenance of the building."

Meanwhile, the commission adopted a policy for the civic sports and recreation program, whereby "all sports are affiliated with, and work in cooperation in the fostering of amateur activity throughout the city."

Appointed athletic director on July 1, 1949, by the recreation committee, J. N. "Bus" Murdoch, a native son and all-round athlete, supervises the civic-sponsored program of sports and recreation, assisted by fifteen regular employees. Deeply interested in all aspects of youth training and sports promotion, "Bus" was no sooner in the saddle than he envisaged the inclusion of all branches of recreation, sports, arts and cultural activities under the same roof. Within six months the Civic Sports Centre had become the stronghold for one hundred twenty-five clubs, including the allied arts council which is made up of the camera club, writers' club, the sketch club, the ballet club, the Junior Chamber of Commerce, the Junior United Nations Association, the Canadian Handicraft Guild, the little theatre group, the M.I.A. opera-drama group, the Playgoers' Drama Club, and other organizations. The effectiveness of this sports and recreation program is demonstrated by the fact that of this community of 23,500 souls, the 1951 sport and recreation club memberships totaled 11,384, practically fifty per cent of the population!

A Recreation Week to Be Remembered

The recreation program is all-inclusive, and for the second successive season the recreation department spread its wings still further and exhibited every phase of its colorful activities in a week-long production. This, known as "Recreation Week," got off to a flying start on Saturday, May 5, with a spirited western hoe-down, attended by fifteen mayors from adjacent towns and a senator from Montana. To the lilting strains of Les Handley's Happy Homesteaders, fifteen hundred old-timers of southern Alberta and veterans of the old Fort Benton Trail danced with poke-bonneted partners in a style reminiscent of the old bullock-train days of pioneering. Monday, the author, assisted by befeathered chiefs and warriors of the Blackfoot nation, staged a colorful pageant dramatizing an old-time buffalo hunt, the expulsion of whiskey traders by the

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Northwest Mounted Police from Fort Whoop-Up, and the signing of Treaty Number Seven at Blackfoot Crossing by Chief Crowfoot, the "statesman in paint and blanket." On Tuesday, Wednesday and Thursday, musical pageants and revues displayed, to surprised and enthusiastic audiences, the wealth of outstanding talent in the district. There were many performers from the diverse national groups—both Oriental and European—living in the Lethbridge area.

One thousand children dressed as elephants, giraffes, horses, lions, wildmen, acrobats and clowns, presented the "Playground Circus" on Friday night to a house full to overflowing. Next morning the same youngsters staged a "circus parade." Headed by a homemade calliope, five- to ten-year-old acrobats, clowns, roughriders and cowgirls with swirling lariats took the city by storm, as they paraded and cavorted to the rousing music of a teen-age band. On Saturday night, May 12, the gala week ended with a mammoth and colorful *Mardi gras*. It was a week of unexampled joy for the youngsters, who took part in all the productions—a week of record attendance which indicated that most of the city had turned out.

In this tangible way Lethbridge, home of the Maple Leafs, world champion hockey players, is demonstrating that the money invested in recreational facilities is paying good dividends—keeping the youth of the city occupied and interested in healthful pursuits which have no age barriers. Parents and children share common interests.

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Vote Campaign

A vote campaign has been launched by the American Heritage Foundation and more than one hundred other organizations, working through local branches, to stimulate registration and voting in this important year. A program of awards is offered by the foundation to communities, organizations and committees achieving the greatest percentage increase over the voting record in their areas in the last presidential election.

Recreation leaders can take advantage of this opportunity for community and national service by making an effort to help increase not only the number of voters, but the number of *informed* voters.

This can be done by stimulating your discussion groups to devote a session or two to "voting education," to nonpartisan discussion of the issues at stake in the coming elections, of how to vote intelligently, or of the functions of the various offices of our government for whom new people will be elected, and so on. *Or* the recreation center can introduce a special series of center-sponsored discussion group programs, providing the local library is not doing the same thing. A cooperative venture with the library, along these lines, would be excellent. In any case, the library can be most helpful, with books, pamphlets displays to be set up, and some will be able to provide slides, film strips, motion pictures.

Problems and recommendations growing out of last year's experience.

A Halloween Report

CHILDREN at most of the city's elementary schools got things off to a gala start in Burbank, California, last year, by wearing Halloween costumes to school. Afternoon parties, parades and carnivals were the order of the day. There were home parties.

church and club parties. Twenty-two local organizations and service clubs assisted with the conduct of playground and park parties, and twenty-six firms aided with donations, making a total of forty-eight participating groups. Members of the Burbank fire department, auxiliary police and crossing guards assisted with the supervision at the playgrounds. All were volunteer workers. They were willing and cooperative and aided considerably in the smooth operation of the parties. The park department rated a special bow for its cooperation in setting up booths, tables, benches, platforms, lighting and other equipment as needed, for the assistance rendered by the members of its staff during the course of the parties, and for its prompt and efficient clean-up the following day.

The Burbank Unified School District mimeographed and distributed bulletins, listing the location of parties and scheduled activities, to all the children in the elementary schools and the first two grades of junior high school. The cost of the paper was paid by the coordinating council from funds donated by the Burbank Insurance Agents' Association.

Estimated attendance at seven city play centers was 4,125, including the three hundred adults who had a party of their own.

Every effort was made to take care of teen-agers at evening parties in two of the high schools and at an afternoon club party. In addition, the latter part of the evening was reserved for them at six city play centers, and disc jockey dances were held at two parks, from eight-thirty to ten p.m. However, it was noticed that several groups of boys and girls seemed to be wandering around aimlessly and, when questioned, they expressed a desire for more parties planned especially for their own age group.

An almost complete absence of vandalism and malicious mischief marked the 1951 celebration. The police department received a total of only twelve calls during the course of the entire evening. None of these were of a serious nature. Almost the entire community had a hand in the success of the program. It is estimated that between sixty and ninety per cent of all the porch lights in the city were left lighted during the early hours of the evening of October thirty-first.

Some difficulty was experienced in obtaining qualified part-time workers to be hired for one week to assist in the planning and directing of the activities.

Random Recommendations from Party Staffs

1. That summer personnel be surveyed as to their desire for Halloween work before the close of the summer season, preferably before August fifteenth, and that they be instructed to inform the department of any change in their status prior to October first.

2. That there be more parties especially planned for junior and senior high school groups.

3. That there be more men from the service clubs to help with the adult party and park parties.

4. That service clubs be given more opportunity to plan and help set up park programs.

5. That groups of young adults be included in the organization and planning of the adult party so that it will attract more participants in the twenty-one to forty age bracket.

6. That children not be allowed to attend the adult party.

7. That the Spook House be eliminated from the younger children's parties because of its possible psychological effect upon them; that it be replaced by a magician, fortune telling and trick games; that there be some carnival booths especially designed for small children.

8. That every youngster in costume receive a small prize rather than a few receiving big prizes for special categories. It was felt that the established categories hinder rather than help in the judging of the costume parade.

From *Halloween Report*, Park and Recreation Department, Burbank, California.

A pioneer experiment teaches traffic safety to small children.*

NEVER TOO EARLY TO LEARN

LEARNING POLICEMEN'S SIGNALS is part of game dramatizing safety rules—walk or drive safely, obey signs, signals.

THE DRIVER of the blue convertible did not see the traffic light. Her eyes intent upon the road, she rolled right on past the red signal, just missing several pedestrians. By the time she stopped, the policeman was already coming across the street toward her, a book of tickets in his hand.

The blue convertible was a toy model and the street intersection a painted one, marked out in yellow, on the playground just behind Roosevelt Public School in New Rochelle, New York.

The driver was seven years old—the policeman even younger—and none of the pedestrians was more than eight.

These children and their classmates—some twenty in all—were playing a game. But it was a game with a purpose and they were playing it with all seriousness.

It was a busy scene. When the lights changed, pedestrians moved out onto the crosswalks as drivers on bicycles and quadricycles and in model cars waited for the signal to go forward.

This was a novel experiment in junior traffic training, its object—to find out if it is practical to start teaching youngsters of the early grades the attitudes and skills necessary to make them good drivers and good pedestrians.

The driver of the blue car got her ticket and, next morning in the classroom, appeared in "traffic court."

Miss Nixon, the teacher, was presiding magistrate. She picked up from her desk the first of several tickets. With just the trace of a smile, she said,

"Ruth and Billy, will you please come forward?"

With the children standing soberly before her, she continued.

"Billy, please tell me why you gave Ruth this ticket." And Billy did, while the class listened attentively.

"Now, Ruth," said Miss Nixon, "did you pass a light?"

"Yes, I did—but Billy waited until I was right there before he turned the signal red. He's done it before, too!"

A hand waved vigorously in the back of the room and another child stood up.

WHITE LINE heeded by drivers rounding curve, obeying the rule—slow down.

"It's happened to me, too, Miss Nixon, and I almost got a ticket. Sometimes the policemen turn the lights too fast and sometimes too slow."

"Do you think that is what happened to Ruth?" Miss Nixon asked.

Sheepishly, Billy admitted that maybe he had waited too long before turning the signal. Miss Nixon turned to the class.

"You have heard both sides of the

*Reprinted from *The Lamp*, Standard Oil Company, New Jersey, March 1952.

ease. How many of you think Ruth is guilty?" Only two hands rose. "How many think she is not guilty?" A forest of hands shot up.

Ruth smiled and started for her seat but Miss Nixon called her back, and spoke both to her and to the class.

"Let's not forget," she said, "that very often real traffic signals do change just as we are driving up to them or just as we step off the curb. So we ought to watch them very carefully all the time."

The class agreed.

The next case involved Jack Reynolds. He had received a ticket for straddling the white line while waiting to make a left turn. This time the verdict was unanimous. The entire class found Jack guilty because, as Officer Raymond put it, "If you cross the white line you aren't playing fair 'cause the rules say you can't cross the white line ever."

The idea for the experiment came to Ralph Graeter, highway safety consultant, a couple of years ago while he was studying a report on traffic trends which showed that within eighteen years the number of vehicles on the nation's highways would very likely be doubled. In even less time, by 1965, the statistics indicated, there would be some 107,000,000 licensed drivers in this country—or more drivers than there were people just thirty years ago. The study also forecast a sixty percent increase in highway fatalities by 1965.

Graeter found these figures startling. He began to speculate about what might be done to prepare today's young people for such a four-wheeled life. He knew about the high school driver training courses which are being adopted more and more widely throughout the country; but he wondered if it wasn't both possible and desirable to begin conditioning children at a much earlier age.

He realized that young children could not be expected to drive automobiles. But it occurred to him that perhaps they could begin to acquire the attitudes—courtesy, alertness, respect for others, patience—which are far more important to highway safety, it is now generally agreed, than skill in handling motor vehicles.

He spent three months developing his plan. Then he took it to Dr. Orlo K. Jenney, principal of the Roosevelt Public School in New Rochelle—a progressive safety-conscious community that was neither too urban nor too rural. His prospectus contained the layout of a driving course which could be painted on any school yard, and models of inexpensive, easy-to-make signals and highway signs. One of the plan's major points was that any school could set it up with a minimum of cost and effort. It called for using any vehicles that the community might have at hand—tricycles, bicycles, pushmobiles.

Dr. Jenney agreed enthusiastically to let the school participate in the experiment, and volunteered to enlist the help of others.

Lieutenant Brueckner of the New Rochelle Police detailed a highway marking crew and machine to paint street outlines on the play yard. He also donated five gallons of paint. Mr. Ciotti, the school's custodian, started to make signs and signals. Five mothers from the PTA showed up in dungarees and demanded paint brushes.

By the time the New Rochelle experiment was ready to be put into effect the Austin Company of England had agreed to lend fifteen model cars for use in the project—cars which, though pedal operated, were equipped with real lights, a horn and balloon tires. The curiosity and delight of the children reached its peak when the little cars arrived.

When the preparations had been completed, the first class of youngsters was led out to the row of waiting vehicles. From his motorcycle, Police Officer John Sohnberg told the awestruck group how very important it was for them to learn to walk and drive carefully; then he proceeded to instruct those chosen to be policemen.

The class was divided into drivers and pedestrians. The game was to walk or drive quickly and safely around the two painted blocks in the school yard, obeying all signs and all policemen along the way.

Officer Sohnberg took his place on the main intersection. At the shrill sound of his whistle, junior drivers

AT A BUSY CORNER young officer has everything under control. She holds up the drivers in the foreground for the car making a left turn.

A CAREFUL DRIVER signals to the car following him as he comes to a full stop at the crosswalk. A pedestrian, also, is properly alert.

HE FORGOT to obey a "stop street" sign. This is serious offense, and the class will surely vote his ticket deserved.

TRAFFIC COURT in session. As the lady driver describes offense, classmates hang on every word. Class votes verdict.

rolled down North Avenue and junior pedestrians crossed Mechanic Boulevard toward their various destinations.

Within days, the effects of the training program were noticeable on the driving course. Within weeks, they began to crop up in the classrooms and long before the program ended, three months later, they were being felt by parents at home.

The eager little boy who started out by zooming his car madly around every corner soon was halting for every stop sign. An older boy who at first refused to obey any policeman (especially a girl) quickly learned better; his entire class voted against him.

When the training program was over, Dr. Jenney wrote an analysis of the results as follows:

There is a definite carry-over of attitudes on traffic safety into life outside of school. The over-aggressive child learns the importance of cooperation and respect for the rights and privileges of others. The timid child builds self-confidence.

All the children came out with an increased respect for property and an awareness, not only of the rights of others, but of the need for rules and regulations to protect those rights; with a greater willingness to await their turn and with a better code of good sportsmanship.

It was at home, however, that the program had its most unexpected effect. Parents discovered that they could no longer ignore stop signs, or cross white lines, or walk against the light, without drawing criticism from their children. One mother drove to the school to tell Dr. Jenney of receiving a ticket for speeding and of her chagrin when her small daughter remarked complacently—"I knew that would happen. You always get a ticket when you speed!"

Judge Austin E. Griffiths

THE RECREATION movement lost one of its devoted supporters in July with the death of Judge Austin E. Griffiths, who was an active member of the board of directors of the National Recreation Association for forty-two years.

Born eighty-eight years ago in Worcester, England, Austin Griffiths came to the United States as a small lad and spent his boyhood on a farm in Nebraska. In 1893 he was graduated from the law class at Michigan University. One year later, the young lawyer settled in the state of Washington, where he built a long and noteworthy career in public service.

Among the public offices he held in Seattle were those of Superior Court judge, chief of police, president of the city council and member of the school board. He was also a leader in numerous civic organizations, serving as a director of the YMCA, president of the Seattle Municipal League, and in many other key positions. He was the first president of the Seattle Playground Association, and has often been called the "father of Seattle's playgrounds."

Many association members will recall meeting Judge Griffiths at many of the national recreation congresses. His efforts in promoting adequate recreation opportunities for all people were outstanding, and his contributions to civic progress have been widely felt.

Creative activity draws new participants and adds interest to an established program . . .

Radio for Amateurs

Charles G. Stone

OUR PROGRAM of recreation had become stagnant, in Williston, North Dakota. We were offering the same old things and getting the same participants week after week. Many in the town didn't even realize we had a recreation program, and what was worse, ninety per cent of the community took no part in it.

A campaign was organized to get new ideas for programs from the people themselves. We began in the high school, and shortly after this appeal was made, a ninth grader came into my office with a list of ten boys who were interested in starting an amateur radio club. They had even found their own leader, Mr. J. T. Jacobs, assistant manager of the local Penny's store, who had been a radio and radar instructor during World War II, and had his own "ham" radio station.

Mr. Jacobs proved to be a person with overwhelming enthusiasm, and he readily agreed to become a volunteer leader. It was announced by means of the press and radio that a meeting would be held at the recreation center for all those interested in such a club; and nineteen persons registered, one of them being the chief engineer of the local radio station, KWBM.

A fifteen-minute program over KWBM was arranged for the following week, to publicize this new activity. By the next meeting, the group had grown to twenty-seven participants, of all ages. Members of the club began recruiting new members and were surprised to find how much interest had been created.

An executive council of four members, two adults and two teen-agers, was elected. All meetings are planned in advance. They open with recognition of new members present and the outlining of work ahead. The next forty-five minutes are spent on license examination questions and code practice. To maintain interest, each person takes a turn at sending code, and if it is his first meeting, he sends the alphabet from the list of characters on the blackboard. The others are all busy copying. As there are many different sending speeds, there is practice for every code speed present and a chance for all to participate.

The feel of the key in the hand of a beginner does more to hold his interest than all the speeches made.

The next forty-five minutes are devoted to demonstrations and lectures, assigned from the previous meeting. These must be good, with a lot of thought put into them, and this is where the experienced members get a chance to shine. It is important that these lectures or demonstrations end on time and the formal meeting is brought to a close. The remainder of the meeting is turned over to general discussion.

The club boasts of members from every profession, and the ages range from ten to sixty. By the time the membership had grown to thirty, the group leader, Mr. Jacobs, discovered that they were losing many other potential participants because, though they were interested in radio, they weren't interested in "ham" radio. To remedy this, the recreation council added two rooms to the recreation center for the club to use.

Now, those interested in "ham" radio come a little earlier than the rest in order to do much of their work. The regular business meeting is held for the next forty-five minutes, with many guest speakers attending to talk on telephone operation, radar, engineering, and other subjects. Following the business meeting, members split into three groups. One group goes into the new radio workshop to repair, build or work on radios, phonographs, speakers, or whatever is chosen as a project. Another group goes into the "ham" station room to work on the radio station which they are constructing; and the third group, which has special interests, goes into the main room to work on particular phases of radio and electronics.

The club now boasts a membership of more than fifty, over half of whom are new citizens of Williston. When enough members are licensed ham operators, the club plans to set up an emergency civil defense network, for work in disasters and other emergencies; and it is hoped that the club can unite with other clubs and stations over the country, to become part of a national network of stations, ready to help in times of need.

We highly recommend this type of special interest group to all recreation departments. Since the organization of our own amateur radio club, we have four other new clubs going, though none of them has reached the popularity of the radio. Skilled men, to lead such special activities, are available in most communities of the country. They need only to be found and approached, as has been done here.

MR. STONE *is director of recreation in the city of Williston, North Dakota.*

RECREATION *and the Virginia Economy*

RECREATION IS ONE of the major areas for which the Advisory Council on the Virginia Economy, in its attempts to discover the basic factors affecting the economic well-being of the people of Virginia, organized a study committee. The findings of this committee have been issued in a report entitled, "Recreation and the Virginia Economy," which includes an analysis of recreation opportunities, facilities and services in the state, and also, valuable recommendations with reference to desirable action. Much of the material in the report can be applied to advantage in a consideration of recreation in other states.

The economic aspects of recreation are considered at some length, and the analysis of the agencies producing and selling recreation services and facilities in the state reveals a wide range of offerings. In concluding this discussion it is pointed out that "much of the most helpful recreation enjoyed by Virginians and others—visiting, walking or just plain loafing—involves no monetary expenditures nor contribution to the incomes of business firms. To the degree that it does refresh and strengthen the individual who enjoys it, however, it does have economic significance, through increasing his capacity to add to the income of society and to his own share in that income."

Recreational opportunities in Virginia are described in a major portion of the report; among the most significant types are hunting and fishing, parks and waysides, arts and reading, tourist attractions, commercial recreation, sports and athletics, playgrounds and community centers. The organization and administration of recreation by governmental agencies is also reviewed at some length.

Obstacles to Attainment of Sound Recreational Objectives

Obstacles to be found in the attitudes, organization, personnel and facilities of the recreation agencies in Virginia were summarized as follows:

Lack of understanding by the general public of sound philosophy and scope of recreation. Many people feel that recreation is for youth only and that one of its main purposes is to prevent or reduce juvenile delinquency. In the minds of many, recreation is concerned mainly with athletics and sports instead of a broad program.

Lack of recognition of the need for recreation for everybody. The need of providing equal opportunities in recreation, especially for Negroes, minority groups and in rural areas, generally, requires careful consideration by all parties concerned, intelligent planning and unbiased action.

Lack of trained leaders. There are two types of leaders in recreation: (1) the extreme specialists, and (2) those who hold a broad general view of the field. Certain institutions give instruction in recreation leadership, but there is a distinct shortage in the supply of trained qualified personnel; and salaries now available for recreation positions in Virginia are not comparable to those of other positions requiring similar training, education and experience.

Absence of coordinated efforts and working relationships among recreational agencies. There must be a willingness to use and share facilities, knowledge, skills and techniques in broader settings than those controlled by any one agency or organization. Professional jealousies and organizational structures should give way to cooperative working relations and a willingness to submerge identity in the best interests of the community.

Lack of facilities for a broad recreation program. Much is being done, but a great deal more needs to be done, to provide adequate and equal recreational opportunities for all citizens of Virginia. Schools need to be planned and constructed in order that they may be used effectively as community centers, and facilities in general for community recreation need to be provided. An equally important need is that of providing for cultural activities, such as dramatics, reading, and museum exhibits for all the people. Similarly, better planning of parks could provide more recreational areas for community use. Pollution of many streams and other bodies of water has eliminated or damaged them for use as sources of recreation in swimming and fishing.

Unexploited Opportunities in Recreation

The number and variety of unexploited recreation opportunities in Virginia are almost as unlimited as the number and variety of individuals who are willing to think imaginatively about this problem. Only a few are:

Camping and nature activities. Camping should be expanded, particularly the type of non-profit camping provided by schools and youth organizations in facilities under public or organizational ownership. At present the majority of camps are operated by private individuals for profit and by private non-profit organizations. There is little school camping in the state, and family camping at state and national parks should be promoted vigorously.

Home, family and church recreation. While home, family and church recreation are, strictly speaking, not unexploited, there is a definite need for a "coming back" or revitalizing of these types of recreation which have meant so much to earlier generations of Virginians.

Back yards and vacant lots. Some nice work has been done in a few communities in the development and use of yards and vacant lots, but, for the most part, these resources have been largely unexploited.

Use of people trained in special fields as volunteer leaders. Recreational programs could be broadened and strengthened greatly by making inventories of the especially trained people—in the arts and the crafts, sports and athletics, group leadership and many other fields—and recruiting them as voluntary leaders.

Industrial recreation. While some companies have developed broad recreation programs for their workers and their families, the surface has barely been scratched. Large groups of people could be introduced to good recreation programs with comparatively little effort, if more industrial concerns and employee groups made concerted efforts to provide recreational facilities for their workers.

Recreation for the aged. The forgotten men and women in most recreational programs are those who have reached fifty-five or sixty. The problem of providing appropriate recreational opportunities for this group is becoming increasingly important as the length of the average life span and tendencies toward compulsory retirement increase.

Television. The rapid development of television in recent months has created many recreational opportunities and problems. Families are more or less groping their way through the various adjustments which this new form of recreation has brought to them.

Unutilized school plants. Perhaps one of the greatest recreational wastes in Virginia is the school plant which remains unutilized for recreational or adult educational activities late afternoons and evenings and during vacation periods. While some communities have learned how to coordinate educational and recreational policies in such a way as to utilize school plants effectively, many have made scarcely a beginning in this field.

Recreational fishing. Recreational fishing in Virginia, especially of the salt water variety, is relatively underdeveloped. Those who at present provide facilities for this sport, and guide parties to the fishing grounds, do so generally as an incident to their regular commercial fishing activity. Boats, equipment and accommodations, accordingly, are seldom of the quality to attract sport fishermen.

Scenic wonders of Virginia are realized by only a small portion of the travel trade. View from Blue Ridge Parkway.

Travel trade. In spite of the effective development as tourist attractions of many of Virginia's historic shrines and natural wonders, only a small portion of the travel trade which should develop because of the state's scenic and historic features, the friendliness and hospitality of its people, and the excellence of its highways, has actually been realized up to the present. Improvement of the quality of eating, sleeping and other facilities for the traveler, and more effective and better coordinated advertising and promotional efforts, are major prerequisites for developing more fully the travel trade potential.

Conclusions and Recommendations

In a final summary of the study certain fundamental conclusions are drawn by the committee. One is that recreation has become increasingly important in the Virginia economy. Another is that in spite of the persistence of traditional individualistic forms of recreation, the role of government in facilitating recreation has grown greatly in recent years. A third is that government activity in the field of recreation has been characterized by considerable confusion and lack of coordination. Finally, many opportunities for increasing both the quantity and quality of recreation services available to the people of Virginia and the financial returns to those who provide such services, especially in the travel trade, have been developed only slightly.

Recommendations to strengthen the state's recreational program are presented in three general categories.

A. *Educational recommendations.* The committee recommends that the following steps be taken to promote wider understanding on the part of the general public of recreational ideas and opportunities:

1. Emphasize education for leisure and development of self-reliance in the use of leisure time as a part of the general education program for all children.

2. Interpret to the people of the state a philosophy of recreation and create the idea that to provide for the

people of the community in a recreational way does not necessarily mean an organized program or a planned community center.

3. Stress the development of home and neighborhood-centered leisure-time activities.

4. Develop a program of public information through the press, radio, films, speakers, clubs, special bulletins, and advertising.

5. Encourage colleges to develop trained leadership for positions in recreation, as well as to include incidentally in established courses, in the general education program, opportunities for appreciation and knowledge of how leisure time can be used in a desirable manner.

6. Set up an annual conference for key county and municipal lay leaders in recreation so that they can be assisted in interpreting a total recreation program to their communities.

7. Develop a program to inform the personnel serving tourists as well as the general public as to the nature and extent of the state's tourist industry, its chief attractions and its importance to the economy of Virginia.

B. *Recommendations for action by private business.* The committee recommends the following types of action by private business firms, as a means of improving both recreational opportunities for consumers and their own incomes:

1. Participate actively in programs for raising standards for food, lodging, service stations and other tourist facilities carried on by state and local chambers of commerce, travel councils, and appropriate associations of particular types of business.

2. Cooperate fully with state and local governmental agencies charged with responsibility for maintaining clean, healthful, safe, and attractive conditions for employees and travelers.

3. Support advertising and promotional activities of the Virginia Travel Council, the Virginia State Chamber of Commerce, the state Department of Conservation and Development and other appropriate private and governmental agencies working in this field.

4. Assist travelers and at the same time promote reciprocal relationships with other travel-trade businesses in their own community and with tourist attractions and businesses in other parts of Virginia.

5. Assume personal responsibility for protecting and extending Virginia's widespread reputation for the friendliness, courtesy and hospitality of its people to visitors.

C. *Recommendations for government action.* In recognition of the important questions of public policy related to the effective development of the state's recreational resources, the committee recommends the following types of government action:

1. Establish by statute an inter-agency committee on recreation made up of a representative of each state agency concerned with recreation and the administrative assistant to the governor. The latter would be able to bring to the committee the whole picture of the state government and help to guide the growing recreational programs of all the state agencies in an orderly manner. This committee should be staffed with a permanent executive secretary and should be a part of the budgetary and administrative organization of the Department of Conservation and Development. This committee should be empowered not only to coordinate the efforts of the various state agencies, but also to provide advisory services to local communities requesting such services when other state agencies are not in a position to meet these requests.

2. Establish by statute a representative citizens' advisory committee on recreation to interpret public needs to the inter-agency committee and to assist in interpreting to the citizens of the commonwealth the program of the inter-agency committee and its affiliated state agencies.

3. Encourage the establishment of inter-agency committees and citizens' advisory committees in local communities to promote greater coordination of recreational activities, especially as between schools and other governmental and private agencies concerned with recreation.

4. Encourage the extension of organized recreation programs to the ultimate goal that some type of broad recreational offering is provided in each county and city of the state.

5. Encourage lay organizations to sponsor recreational activities such as drama, festivals and so on, in local communities throughout the state, on a state-wide basis, so as to reach every community and so that such projects may be a functional part of local recreational opportunities.

6. Encourage the extension of public park facilities and waysides to make it possible for people to enjoy them close to home, so that more people can use the facilities, and so that more water areas for swimming, boating and fishing can be made available. Equipping a larger number of the waysides with safe drinking water and sanitary rest rooms would eliminate a widespread criticism by travelers of Virginia facilities of this type.

7. Encourage the establishment, development, and use of libraries, museums and theatre, music and art groups throughout the state.

8. Encourage the use of school buildings and other public buildings and grounds as community recreation centers and stimulate the inclusion of recreational facilities in the planning of new construction.

9. Continue and extend the present policy of the state Department of Conservation and Development in actively advertising and promoting the attractions of Virginia.

Friendship Angels

Lovely, golden foil angels, handmade by refugees in the Bavarian Alps, are on sale from the international organization, Friendship Among Children and Youth—proceeds to be used for the benefit of children throughout the world. The gold or silver friendship angels, fourteen and a half inches high, retail for $2.50 (including postage). Fifteen in one box are priced at $25.00—or $1.65 each. It is suggested that clubs, churches and other organizations may wish to resell these for their own benefit.

Reading is Recreation

Robert Kresge

PLAN NOW, for Book Week—November 16 to 22, 1952. The pleasure, relaxation and inspiration that lie in a good book meet all the requirements of recreation. As for carry-over value, pity the adult who never learned to enjoy reading. Consider the advantages possessed by the well-read adult over the unread person; and certainly no form of recreation costs less than reading. in those communities where public libraries exist.

The problem, then, is not whether reading has a place in our programs, but rather how it can be handled. How can we make children aware of the unchallengeable merits of good reading? The question is extremely pertinent in light of the time they spend in watching television, often with doubtful benefits.

The board of recreation of Butler, Pennsylvania, saw some of the solution in Book Week, an annual project, occurring every November, of the Children's Book Council.* In the fall of 1949, the recreation executive—supplied with literature from the council—sat down with the librarian of the Butler Public Library, Mary Mitchell, to discuss what might be done. A tie-in with the schools seemed essential, and a meeting was called of all school librarians and representatives from schools without librarians. This included public and parochial schools alike. The Junior Women's Club, greatly interested in the public library, was invited to participate, as were Butler book merchants.

Book Week that year, and the two since then, has been good for the attitude of young people toward books and reading. In the process, the observances have involved thousands of children in a multitude of activities.

Virtually every form of the arts have been utilized. School assemblies have been devoted to plays about books. One school produced a musical, based completely on the theme of books, their use and contents. Elementary school children have illustrated stories, written poems, book reviews and essays about their favorites. School publications have issued special editions. Book quizzes have been given over both Butler radio stations simultaneously.

The first year, most of the organization and ideas came from the central committee, with the emphasis on city-wide competition. The best illustrations, for instance, were mounted and displayed in each school for half a day. The names of children submitting the best arguments for "My Favorite Five Books" were placed on a scroll that circulated throughout the classrooms in a similar manner.

The second year, each school and grade was placed on its own. Visitations were made by Miss Mitchell and the recreation executive to recognize work done. The results exceeded the first year. There was no letdown last November. All of which proves the importance of encouraging initiative.

Visits to the public library by entire classes have given many children their first acquaintance with the "home of books." In Butler, increased interest is manifest in the jump in circulation of children's books.

A full-page advertisement in the Butler *Eagle*, paid for by civic-minded businessmen, has been used annually to keep interest high. This carries the mayor's proclamation, officially designating this week locally.

Winners of quizzes are always presented with books as prizes, these being donated by local merchants. In homeroom bulletin board decoration contests, boxes of candy bars make inexpensive popular awards.

The celebration of Book Week is now a regular part of the fall season in all of the schools of Butler and in the activities of the public library and the board of recreation. Here is an attempt to reverse the trend away from books and all that they offer. Of course, the fact that other interests and activities are necessary to a full life hardly needs mention here. There are countless ways in which young people can and do spend their time. Training for life is one way to evaluate these leisure-time pursuits. Using this criterion who will deny that, "The leaders of tomorrow are reading good books today."

BOB KRESGE *is director of Butler's board of recreation.*

School children in scene from musical produced for Book Week.

*Children's Book Council, 62 West 45th Street, New York 19, N.Y.

Operettas ARE THE ANSWER

"Drama is a sin." Dominic, age eighteen, was brought up to believe this. Then one day he was persuaded to sit in a back seat during a rehearsal of Gilbert and Sullivan's *Gondoliers*. For six months he slipped into that back seat, apparently unnoticed, until one day at the director's command, "Everyone on stage," he went up, too. His corner gang peeked in a couple of times to be sure he was really in the show. Since then drama has become just a "little sin" to his family.

It is a quarter of a century since the adult musical group called the Elizabeth Peabody House Operetta Company started in the Elizabeth Peabody House, a settlement in the West End of Boston. It all began in the year 1927 when three settlement house groups—the classical orchestra, the Waring Dramatic Club and the Clover Glee Club—combined to put on the first operetta, *H.M.S. Pinafore*. Ever since, the unemployed, doctors, housewives, nurses, garment workers, fruit peddlers and secretaries have made up the casts of the yearly productions. Gilbert and Sullivan airs prevail in one butcher shop in the market where workers have leading roles. The operetta is an excellent activity for former members who have outgrown other house activities. At the performance in February 1952, there was one minor role played by a member, a traveling salesman, who has been in each of the twenty-five annual performances. There also were eight members who have appeared in at least fifteen performances.

Since 1939, the Junior Operetta Company has prepared young people for the senior group. They have presented a shortened version of Mozart's *Magic Flute* and of *Pirates of Penzance, Chimes of Normandy*, and *H.M.S. Pinafore*. Once, with outside groups, they participated in the first Boston performance of Aaron Copland's *Second Hurricane*. The group was trained by a volunteer, Leonard Bernstein, who has since become well known in music circles.

Gilbert and Sullivan operettas are our answer to many problems for the following reasons:

1. They have good music and good lines, yet are not beyond the abilities of the average neighborhood group.
2. Because of the glamour of the costumes and the ample dramatic action, they have succeeded where a choral group has failed.
3. They are projects which interest the several musical and nationality groups meeting at the settlement.
4. They are given in English and diction is stressed.
5. They are projects in which all the neighborhood groups can participate.
   a. Women's clubs can make the costumes.
   b. Art classes make the posters, scenery and props.
   c. All groups (one hundred eighty at the Elizabeth Peabody House) can help in selling tickets.
6. They are excellent entertainment for children and for adults.
7. The older adults can be just as active in the productions as the younger ones.
8. The use of many neighborhood talents—such as carpentry, sewing, and so on—is encouraged.
9. There are opportunities for mild participation, such as in serving as an usher, or active participation, such as in acting one of the roles.

Miss Dale *is the head worker at the settlement house.*

Hints for the organization of such a group:

1. *Musical Director*—It is important to have a director who believes in developing leads from the raw material found in the chorus. Very often a volunteer director may be found: however, if a good volunteer director is not available, a professional one should be hired. Amateur groups want and can be trained to hold to professional standards. Proof that it can be done with a neighborhood cast such as ours is the comment written about our company in 1946: "The acting and staging was at a level far above anything the Metropolitan has ever given us."

2. *Dramatic Instruction*—While dramatic instruction is not usually considered as important as direction, the lack of such instruction is one reason why many musical shows are poor. All of us have seen amateur productions in which the singers forgot that there is such a thing as action, in which they stood around awkwardly in wooden poses until the time came for them to move to another part of the stage, or in which the chorus was ignorant of the fact that they were to do anything but sing.

3. *Specialists*—If the director of music is unable to produce the show, do the ensemble work and the dramatic coaching, specialists should be secured for short periods to insure a production which is perfectly integrated, beautifully acted and flawlessly sung.

4. *Self-Support*—We have found that the expenses of the operettas could be paid each year by presenting one preview performance for high school students (at reduced rates) and three regular performances with an attendance of about three hundred and seventy-five people at each.

5. *Outside Activities*—Members of our operetta company have enlarged their activities in many ways. A few of them formed a music appreciation group and invited other members of the house to join them. Choral speech and folk dance groups have grown out of this activity. Many members have started taking lessons from excellent music teachers in Boston and have appeared on various radio and television shows. Socially, the group attends many plays and operas together, and holds a big "old-members" social after the performance.

Gilbert and Sullivan operettas have been the answer to the needs of many of our people. Anthony, age twenty-five, knew only his job as a stockroom boy by day and dice playing on the street corner by night. Our neighborhood worker persuaded him to sit in on a rehearsal one night: he became interested and has been a member of the group for five years. A change in his appearance was immediately evident—he began to wear a necktie and a clean shirt to the meetings. He turned to better music on the radio, and bought Gilbert and Sullivan phonograph records. Then he began taking piano lessons, practicing at the settlement house, and finally he bought a piano for himself. During his third year with the group, he gave up his job as a stock boy and became a full-time student at a school of music directed by a friend of the operetta director. He had not finished high school, so special arrangements were made for him at the music school. Alert and understanding leadership has meant everything to this young man.

Junior Operetta Company productions offer an opportunity for teen-agers to try their talents. Experience may lead to roles with senior group.

Senior group has presented twenty-five productions in as many years. This year, ever popular "The Mikado" was given for enthusiastic audiences.

"The Kings", a cellar-hole gang of twelve boys from fourteen to sixteen years old, were the terrors of their block because of their antisocial activities. The mother of two of the boys called on the Elizabeth Peabody House "gang worker" to see if he would take them on; which he did. The boys were not interested in any of the traditional building-centered activities such as athletics, dances or crafts. However, the worker continued to meet with them in their turnip cellar: and one day he casually asked them if they would care to fill in as pirates in the *Pirates of Penzance*. They were intrigued; however, an unusual schedule of short, but frequent and often impromptu rehearsals had to be adopted. At the performance—in costumes they had created—they were both fearful and wonderful to behold. Two of the gang members eventually sang leads and are now the mainstays of the Junior Operetta Company.

Mike, sixteen, had left school to work in a bakery. He had never learned to read, but he played a fierce Dick Dead-Eye in *Pinafore*.

Mrs. Stone had lived all her previous life in the country. She had four children, and when her husband was sent to a mental institution, she was forced to move into a crowded tenement area. She came to the settlement to see if she could find some help in understanding the strange languages and unfamiliar habits she saw around her. She joined the operetta company and found friendship and security there.

There were members of the cast with similar stories to tell in each of the operettas which were presented.

How to make attractive lamps and other useful objects from native woods.

IT'S A NATURAL

Mary Virginia Vaughn

The finished product can glow with soft, satin sheen achieved through careful sanding process. Lamps are satisfying to make.

TRYING TO BRING the outdoors indoors has been a favorite pastime of man since the beginning of civilization. He started by domesticating animals. Now, he adorns mantels with stuffed fish and potted plants. The modern flare for homes walled with knotty pine shows that people still like to take something from its crude natural state and turn it into a useful and beautiful object.

You can do it yourself. Did you ever think of making planters, book ends or lamps, utilizing the natural shape and grain of the wood? It can be done—even by a mere amateur at wooderaft! To find material for this project, start at home—in your back yard, in the lot next door—and look for deadwood, or fallen trees or branches. Choose wood that has interesting twists or bumps on its surface. Driftwood is ideal for this craft. You will find it where there are streams or considerable moisture. A beaver dam would provide a veritable treasure strike. The beavers have the logs and branches already cut for you and autographed with their teeth marks.

The choice of wood, of course, depends upon the object you wish to create. Lamps can be made from one or two pieces. If this is your first try at wooderaft, however, it would be better to start with a lamp of only one piece, for a two-piece lamp is harder to assemble.

Planters or book ends are easier to make. Book ends can be created from the end of a small log which has been sectioned off according to the height desired. The diameter of the book ends is predetermined by the diameter of the log, so be sure your log is not too large. For a planter, choose a piece of wood the exact size you want for your finished product.

Take a good look at the wood you intend to use. Make certain that it is solid, to avoid the disappointment of having your work of art split open or crack. Be careful, too, to select dry wood, or wood that will dry easily. This is necessary, as green or damp wood will change shape as the drying process advances.

You'll want your work to be as attractive as possible, so look for little things to make it that way. You may find knots, or small stones embedded in the wood, and these make sandpapering difficult. If deep enough, however, they can be turned into an asset. Polished and lacquered, they give an interesting accent to the finish.

Be alert to varied color tones in the wood. The most common of these are hues of gray or brown, but some woods from mountain streams are bright with splashes of green, yellow and red. Whatever you do, don't let a drab surface fool you. Find out what is beneath the dirt and bark. With a sharp knife, shave off a portion of the bark and expose the grain and color of the wood. This may be just the piece you need to match one already sanded.

Preparation of the wood begins with a good scrubbing. A quick dunking in mild soap and warm water, plus a

MISS VAUGHN, *an amateur in wooderaft while majoring in biology at Clarke College, is training as a physical therapist, Women's Medical Specialist Corps of the Army.*

brisk scrub with a hard brush, will clear away sand and loose dirt. Rinse and allow it to dry thoroughly.

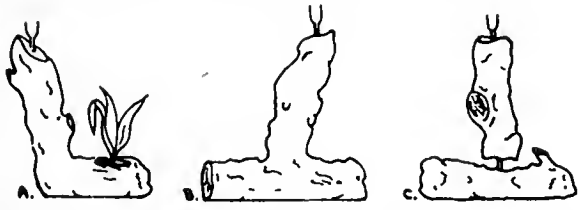
All of these articles must have a smooth flat base. The wood can be leveled on the bottom by sawing or planing. the base being finished later by gluing a mat of felt to it.

The next step involves the application of a lot of elbow grease. It is the sanding process. Three grains of sandpaper are used: coarse, medium and fine. The coarse-grained sandpaper is applied to the rough outer surface of the wood. Sand down any knots with this paper. Then go over the entire surface with the medium-grained paper and sand until the wood grain and other markings are uncovered and made as smooth as possible. Small scratches will be removed by the fine-grained paper. Hard work? Yes! But you'll be glad you didn't skimp on the sanding when the lacquer is applied. At that point, every tiny flaw of the wood is emphasized, so thoroughness in sanding cannot be stressed enough. Incidentally, you may come across novel indentations, deep in the wood. Capitalize on these, as they give a charming handmade look. An old pocket knife will help to scrape away embedded dirt quickly; then, smooth off the rough edges with sandpaper.

Book ends are perhaps the easiest things to handle in woodcraft. To get an effective shape, try cutting off a log that measures about eight inches in diameter at a point eight inches from the end. Cut this piece lengthwise to form two half domes. Presto! Two nicely matched book ends. If driftwood is used, it may be too light to support books. Drill or carve out a large hole in the base of a book end and fill it with lead. This will give the needed weight and support.

Planters present a different problem. You'll need to hollow out the bowl in which the soil and plants are placed. Don't follow a strict symmetrical pattern. Smooth away the wood by cutting along the lines of the grain. It's much easier this way, and it gives the planter its own pleasing and natural lines.

Making a lamp requires a little more skill and thought. Make sure first that the right electrical connection is available. Choose it for weight, size, and color. Let your hardware dealer help you in choosing it. The cost need not run



over three dollars. You'll want the lamp to look nice, but keep it practical.

It can be ruined by careless drilling, so be careful. To hold the wood steady by means of a good vise during the drilling is very important. The wood must be padded against the sharp edge of the vise with a piece of thick cloth. When drilling, place the outlet for the cord in an inconspicuous place, either at the back or to the side of the lamp. Give extra space to the portion of the wood that will surround the bend of the light cord inside the lamp, so that the bend of the cord will not be dangerously sharp.

Showing sequence of wiring to be followed after drilling. The felt, cut to shape of base, ready to be glued is shown (left).

This can be done by drilling an extra large hole from the bottom.

In assembling the lamp, make the light socket secure in the lamp stem. Fit the neck of the electric piece with a soft copper tube that will extend into the wooden part of the lamp. Use a heavy, wood glue to fill around and secure it. Ordinarily, the pipe need not show. If you run into difficulty, do not hesitate to ask the help of someone who knows more about wiring than you do. You don't want your lamp to be a fire hazard.

Now, your masterpiece in wood is nearly finished. If you don't mind the smell of paint, the rest is all fun. The wood must be lacquered or shellacked. Unfortunately, shellac has a tendency to turn yellow and to form air bubbles. If you choose this finish, polish the air bubbles from it after each coat has dried. Do this with fine sandpaper. Five coats give an attractive finish.

Lacquer gives a clear, bubble-free surface. Ten coats of the lacquer are required for a good job. If you allow one half-hour between each coat, the lacquer will have plenty of time to dry. The best formula for lacquer application is six coats of one part lacquer to one part thinner, and four coats of two parts lacquer to one part thinner. Finally, for a more beautiful lamp, try a satin finish. This you can achieve by giving the lamp a rubdown with linseed oil to which a small amount of paint dryer has been added. Do this after the last coat of lacquer has dried.

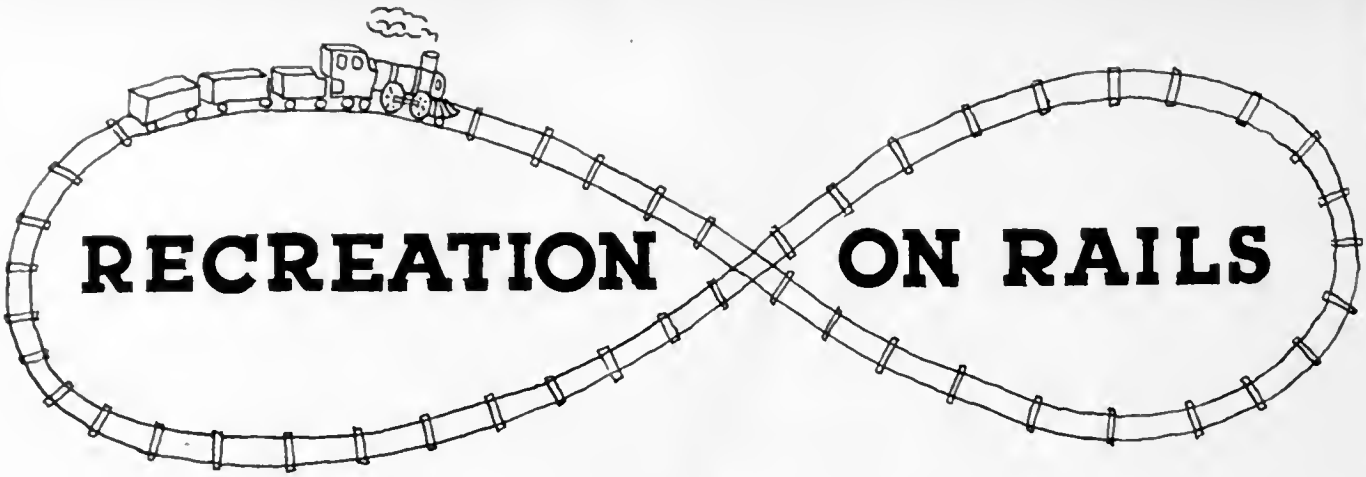
Now, whip off your apron, stand back and glow with satisfaction. You deserve to be proud, for you have made it with your own hands. Woodcraft takes time and energy, but don't be afraid to tackle it. The fun is in the doing.

34th NATIONAL RECREATION CONGRESS

is now in session in Seattle

The story of the big meeting, photographs, reports, news and other materials therefrom *will appear in*

Recreation **December, 1952**



Model Train Races

Francis Donnon

View of track arrangement which allows contestants to compete in heats of two each. Layouts provided by local Kiwanis club.

• Model train racing, which is being introduced in a number of recreation centers, has become one of the most popular special activities in the Pottstown, Pennsylvania, recreation program. Early in January of each year the young trainmen of the community man the cabins of their miniature trains, jam the throttles and await the "go" signal for their trains to race on fifty feet of especially constructed track.

The idea of sponsoring such an activity for boys and girls was passed on to us from our neighboring town of Boyertown. There, the train races have proved thrilling to both participants and spectators for several years. The same interest and enthusiasm have developed in Pottstown. Although all children do not own trains, they greatly enjoy watching the races and doing all they can to help.

The accompanying picture illustrates how the track is arranged so that contestants may compete in heats of two each. The cost of one complete layout was approximately one hundred fifty dollars. All materials were purchased at cost.

The local Kiwanis Club paid for two complete layouts and provides the judges and prizes for the annual affair. The boys of the high school's vocational school mounted the track permanently on sections of three-quarter inch plyboard, and arranged the electrical controls. The sections can be taken apart and stored easily.

AUTHOR *is association consultant, Education-Recreation Division, Health and Welfare Council of Delaware, Philadelphia and Montgomery counties, Pennsylvania. An active Kiwanian, he was formerly recreation director, Pottstown.*

The three-rail, forty-inch diameter track provides a larger turning curve than the "0" gauge track, and will accommodate any train made to operate on an "0" or "027" gauge track. A separate two-rail layout is necessary for those boys and girls who own the two-rail trains.

A system of controls was installed to prevent false starts and add a bit of realism to the contest. This system is manned by the official starter. When the current is off, a red light goes on; when the starter is ready to begin the race, a warning amber light is turned on; and the green "go" signal is flashed to begin the race. The flashing of the green light also turns on the current control switch, which permits current to flow to each transformer and permits both trains to start simultaneously.

Train Classifications

Group 1: All Lionel, Marx, three-rail American Flyer, and other trains that operate on "0" and "027" gauge track. (D.C. models excepted.)

Class A	Twin diesels	4 cars
Class B	Single diesels	4 cars
Class C	Engine and tender	3 cars
Class D	Single engine	4 cars
Class E	Articulated trains (all together)	
Class F	All types magni-traction (will not compete against other classes)	

Group II: Two-rail American Flyer. three-sixteenths inch scale trains.

Class A	Engine with eight driving wheels	4 cars
Class B	Engine with six driving wheels	3 cars
Class C	Engine with four driving wheels	3 cars
Class D	Passenger diesels, must pull	4 cars

(Additions to this classification are necessary as train manufacturers make new models.)

Procedure

1. Each contestant is given a trial run of two laps before he begins his initial race. Thereafter, no trial runs are permitted.
2. Winners are determined by elimination in heats of two until a class champion is declared. Class champions compete for the group championships and the group champions compete for city championship.
3. Each contestant is required to bring his own engine and cars. Choice of tracks is determined by a flip of a coin by the younger contestant in each race.
4. Preliminary races consist of one heat of two laps. Semi-final and final heats of all races consist of the best of three heats of two laps each.
5. Contestants are paired at random.
6. If there is danger of uncoupling, rubber bands may be used to hold the cars together.
7. All events are run on layouts provided by the sponsors. Standard A. C. transformers are furnished.
8. Appropriate prizes are awarded to class and group champions and to the city champion.
9. The decision of the judges is final.

Rules

1. Boys and girls eighteen years of age or younger may compete in the various contests.

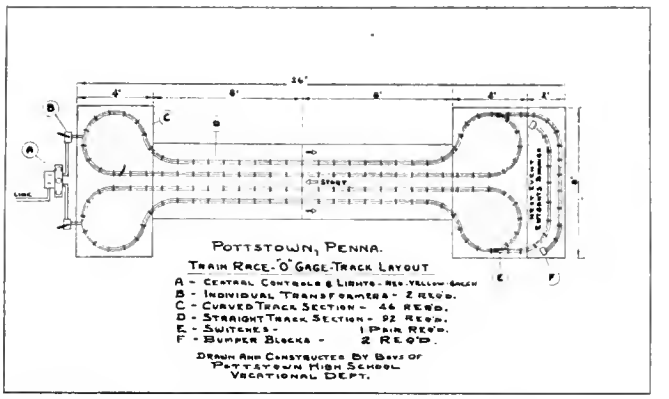
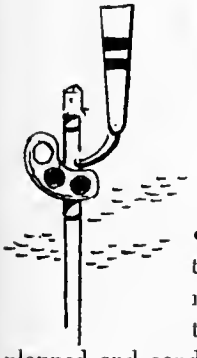

POTTSTOWN, PENNA.
TRAIN RACE-'O' GAGE-TRACK LAYOUT
A - CENTRAL CONTROLS & LIGHTS - RED-YELLOW-GREEN
B - INDIVIDUAL TRANSFORMERS - 2 REQ'D.
C - CURVED TRACK SECTION - 46 REQ'D.
D - STRAIGHT TRACK SECTION - 92 REQ'D.
E - SWITCHES - 1 PAIR REQ'D.
F - BUMPER BLOCKS - 2 REQ'D.
DRAWN AND CONSTRUCTED BY BOYS OF POTTSTOWN HIGH SCHOOL VOCATIONAL DEPT.

Chart showing curve of train race layout with central control.

2. Contestants may enter one train.
3. A train may be entered by one contestant only.
4. Both trains must clear the first curve or the race will be started again.
5. Three jumps in any one heat disqualify a contestant for that heat, and his opponent shall be declared the winner.
6. If a train jumps the track, the operator must turn off his control throttle, put the train on the track, and then resume the race.
7. Remote control trains may or may not be locked in forward position at the discretion of the contestant.
8. Contestants are not permitted to receive any assistance during the races.

Special races were set up for trains that are fifteen years old or older. An event for the Dads proved highly successful and gave them a chance to show their skill in operating the trains.



Model Railroading

James F. Herdic, Jr.

• Casey Jones would have felt at home in the Rotary Field House at Rutland, Vermont, on the night of last December twenty-seventh. A model train contest, planned and conducted by the Rutland recreation department's superintendent and his assistant, Mr. Richard Pasvolsky, was being held.

This contest reached boys and girls who do not ordinarily devote much time to athletics or other popular activities. In fact, one of the contestants—only three and one-half years old—proved his ability to operate his train by placing as runner-up in the engine and tender class.

The model train hobby is a fascinating one, not only for youngsters, but also for older people. Certain men in the business and professional fields devote a great deal of time to the building and operation of miniature trains during their leisure hours. It provides an outlet for healthful energy and is excellent recreation.

For our contest, trains were divided into three classifications—single engine diesels, engine and tender, and magnetized trains—and for our first experimental year, a three-rail and "0" or "027" gauge track was used. In the future, another class, using double rail tracks, will be added.

There were four age groups—Division I, eight years of age and under; Division II, nine through eleven years of age; Division III, twelve through fourteen years of age; and Division IV, fifteen years of age and over. This last

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MR. HERDIC, *superintendent of recreation in Rutland, is also the president of the Vermont Recreation Society.*

Runner up, age three and one-half, in engine and tender class.

classification is particularly important to the success of a contest. In planning such an event, be sure not to eliminate the adult division, which can draw fathers and other interested men into your program. A prominent businessman who took part in our contest made the remark, "This train contest has given me more enjoyment than I've had in the past ten years!"

All events were run on two similar track layouts, both of which were donated. There was no added expense involved here, as each layout was formed quite simply, merely by using the top of a ping-pong table placed upon two saw-horses and covered with a blanket. A standard a.c. dual-controlled transformer was set up between the two tables and contestants gave their trains a trial run.

After each entrant had signed his name, address, train classification and age group, the schedule of races was set up. (A minimum of four contestants is necessary to establish any class.) All events were determined by straight elimination, with winners going to the next round.

Every contest must have a set of rules, and we set up the following:

(1) Each contestant must have his own engine and may not enter more than one in any one class.

(2) If a train jumps the track, the operator must turn off his control, put the train back, and resume operation. Three jumps in a heat disqualify a contestant.

(3) Preliminary races shall be of two laps. Semi-final and final races of four laps.

The contest that excited the most interest was between two fathers who had borrowed their sons' trains.

Certain men were chosen to form a "guard railing" at the points where the train tracks curved. This was a necessary precaution, as a train might have jumped the track and damaged the engine, or hurt some youngster who was too close to the layout.

Small plastic trophy cups were presented to the winners and runners-up of each division.

We were well rewarded for the time spent in planning and setting up the layouts by the happy smiles and excitement of the children, and the adults as well, as the contest came to a close. The department feels that this event was a great success and hopes to make it an annual affair.

Spotting this activity between Christmas and New Year's is productive of greatest participation, as the children have longer leisure hours during this period, and many receive trains for Christmas.

You can create considerable interest through your local sporting goods or department stores which usually are more than willing to donate track, transformer, and extra cars. Proper publicity can do a great deal for your contest.

We feel indebted to George Sargisson of the Recreation Promotion and Service of Wilmington, Delaware, who originally gave us this idea.

Aids to Model Railroading

A NEW FILM on model railroading, *Boys' Railroad Club*, is available to schools, Boy Scout troops, YMCA's, boys' clubs, hobby groups, and other organizations, from Association Films, Incorporated, on a free loan basis. The fifteen-minute film tells about a boys' hobby club where the members operate their own railroad system.

The small-scale railroad presented is realistic down to the last spike, with remote control switches, freight yards, lighted stations, tree-lined streets, trestles, tunnels, and even locomotives that puff smoke. The highlight of the film is a visit to the clubhouse by a prominent railroader who gives the boys some firsthand information about running the "big ones." He points out that the same principles can be applied to their own system.

Live shots of real trains in action are used to illustrate what the railroader is saying. Trains are shown rounding bends, on the straight-away, roaring through tunnels, and in the yards. The audience is also given an "engineer's eye view" of railroading from the cab of a fast streamliner.

This is a Transfilm production, sponsored by the A. S. Gilbert Company, manufacturers of American Flyer Trains. Borrow from Association Films: New York, 35 West 45th Street; Chicago, 79 East Adams Street; San Francisco, 351 Turk Street; and Dallas, 1915 Live Oak Street.

Bibliography of Railway Literature, compiled by Association of American Railroads, Transportation Building, Washington 6, D. C., carries a section devoted to books on model railroading, listing publishers and prices. It also includes a section on juvenile books and general literature for those who wish to increase their knowledge of railroads and railway travel. Available free. The association invites inquiries on any phase of railroading.

ACTION in ARLINGTON

Ellen Anderson

THERE IS A recreation program in Arlington, Virginia, which is progressing according to a development schedule that actually works! Too often, such schedules are read, approved and left to gather dust. Not so in Arlington. From 1935, when recreation consisted of a playground program for children and sports for men and boys, to 1951, when voters approved an $382,000 bond issue to acquire more recreation lands, the Arlington story is a story of intensive planning, hard work and steadily increasing success.

Lying across the Potomac River from Washington, D. C., Arlington felt the tremendous impact of governmental expansion which began about 1940, immediately before the war. Until then, it had been primarily a suburban area, with parts still rural. In 1940, the population was 57,040; in 1943, it was 85,048. By 1951, it had reached 145,000. Arlington had become a city, residential in character, but so built up that open areas for recreation were at a definite premium.

Before 1940, public organization of recreation was not an urgent need. Like most suburban communities, Arlington enjoyed a certain amount of organized recreation through such voluntary organizations as churches, fraternal orders, homes, golf and hunting clubs; through such community organizations as Girl and Boy Scouts, Camp Fire Girls, the YMCA; through various commercial enterprises, such as movies, bowling alleys and pool halls; and through the public schools.

The first public recreation program was inaugurated in 1935, with a $2,500 budget. This sum provided for the operation of three baseball fields and eight weeks of summer playgrounds at eleven schools. Gradually, the program was expanded to include sports for boys and men, spring and fall playgrounds, junior recreation clubs for teen-agers, and leadership for PTA and church affairs. Most of the activities were carried on in the schools, a few in other county-owned areas. The entire program was handled by one year-round worker, the director of recreation, who was also the supervisor of physical education in the schools.

When the bombshell of increasing population hit Arlington, it soon became evident that more public recreation facilities were essential. Empty fields and vacant lots, once tacitly allotted as play space for neighborhood children, became sites for apartments and housing developments. The existing recreation staff was too small and too over-worked to handle the ever-growing demand for more recreation. Something had to be done.

Population pressures weighed heavily upon the county planning commission, who drew up and continuously promoted a land acquisition program designed to provide enough usable play space, not merely to serve the population of the present, but also to serve the estimated population of the future.

However, county-wide realization of the need to buy land did not develop until later, when scarcity of open land had become serious and prices had risen considerably.

In 1940-41, the Virginia state supervisor of health, physical education and recreation, together with the executive secretary of the American Association for Health, Physical Education and Recreation made a recreational survey of Arlington; in 1944, Dr. Jay B. Nash, of New York University, presented a recreation plan for Arlington County to the county board and its recreational advisory committee. Also in 1944, the county planning commission presented a master recreation plan for the county, which covered recreation land needs up to 1965.

Later in 1944, the Arlington county board passed a resolution establishing the Arlington recreation council, to coordinate and unify administration of public recreation in the area. This council included a member of the coun-

MISS ANDERSON *is the information director of the department of recreation of Arlington County, Virginia.*

ty board, a member of the school board, the county manager, the superintendent of schools and the commonwealth attorney.

In 1946, while the recreation program had been expanding in the direction already chosen, the Arlington community council conducted a social survey of Arlington. The resultant report was "an attempt . . . to provide Arlington with some guide posts for the development of its social welfare program in the future rather than material for immediate reorganization of that program. Arlington's needs for the next decade are what the studies attempt to indicate . . . "

The recreation study advised a seven-point program: (1) more kinds of recreation activities on a year-round basis, with special mention of community recreation center programs for all ages, of sports for women and girls, of pre-school programs, and of an enlarged playground program; (2) a year-round recreation staff, headed by a full-time superintendent of recreation; (3) a county recreation office, kept open at least during the usual hours of the other county offices; (4) a larger, more adequate budget (at that time, they proposed a budget eight times as large as the one then in effect—$200,000 as compared to $25,000); (5) better publicity on services and accomplishments; (6) operation of the public recreation program as a county department, administered by a lay board, under the authority of the county board; and (7) formation of an advisory recreation board.

Chief deviation of the community council plan from the Nash plan was the separation of school and recreation administration. Although the recreation program had moved along smoothly as a part of the county education set-up, the council felt that increased recreation demands called for the establishment of a separate department which would operate on a separate budget. Hence, cuts in school funds would not necessarily affect the recreation program, now considered big enough to strike out on its own.

In 1948, the Arlington county department of recreation was established by action of the Arlington county board and placed under the guidance of a full-time director of recreation.

However, although education and recreation were now two distinct departments, they continued to work closely together. Long-range planning calls for the purchase of adjacent school and recreation lands to provide for fullest possible development for sports and games. School playgrounds are used freely by recreation groups; recreation playing fields serve as practice areas for school sports teams. After school hours, the buildings are open for recreation activities for adults as well as children, under the direction of the department of recreation.

Within the brief span of its three-year existence, the department of recreation has made remarkable strides. It has acquired its first community center building, with space for offices and activity rooms. It has started programs for all age groups, including clubs for older men and women, adult classes, and pre-school activities, in addition to continuing its existing activities. In 1950-51 it doubled its 1949-50 attendance record. Its operating budget for 1951-52 is $229,327. It boasts a full-time staff of fourteen, plus part-time workers and maintenance force. It is responsible for design, construction, maintenance, and operation of all parks, playgrounds and community centers. It has virtually achieved the seven-point program proposed by the community council in 1946.

"That community is good which understands the implication of its past and present so well that it can anticipate the future and masterfully administer that which is about to be."—Jean and Jess Ogden *in Small Communities in Action.*

How did this come about within such a short span of time?

How else but through the persistent efforts of public-minded citizens and county officials who are convinced that provision for recreation is an important function of local government, and through the effective sales promotion of the recreation staff in its daily routine of doing a good job? Their eventual achievement resulted from unremitting work with civic groups, service clubs, women's clubs, churches, PTA's, and other community organizations. It resulted from wide-spread awareness of the basic need for play as an essential factor in living, a need as vital to adults as to their children. And it resulted, also, from the realization by private and community recreation groups that their own meager funds and overworked volunteers are insufficient to carry on a fully adequate program.

But the desired goal has not been reached.

Arlington County recently made public a comprehensive six-year program, not a definitive program, but one which sets forth certain immediate goals as way-stations on the route to those which lie still more distant. For the recreation department, the immediate goals are the acquisition of 211 acres of land, creation of neighborhood playgrounds in presently unserved areas, and the building of a model recreation center. During the first years, newly acquired lands would be improved by grading, installation of water and sanitary conveniences, planting, and construction of picnic sites.

At present, the recreation department owns 163 acres of parks and playgrounds. Most of the park and playground areas were acquired in accordance with the outline of the county's master recreation plan of 1944.

What will Arlington's immediate recreation program cost the taxpayer?

To buy land now, before costs rise still further, the $882,000 bond issue mentioned above was brought to a vote and passed. Use of this money for land purchase would leave the recreation department a capital improvement budget of between $100,000 and $150,000 per year above its operating budget, through 1957. In 1953, an additional $240,000 has been tentatively scheduled for building the model recreation center. Broken down in terms of cost to the individual, this program will cost every person in Arlington approximately $1.24 per year. Surely not an exorbitant sum for recreation!

An idea addressed to the schools, which also applies to recreation groups.

UNDERSTANDING EACH OTHER

Rosalee Greenfield

THE GREAT NEED for a broad, intercultural program has been recognized by well-thinking, intelligent people, for a long time. Where can it better be initiated than in our public schools, where children can be properly conditioned to working in intercultural groups, and where they have the opportunity to study and play with people of many countries? In the public school, through pleasurable experiences, they have the opportunity to develop the proper attitudes and interests, and grow up with a feeling of comfort, ease and understanding toward many peoples of the world.

Especially is such a program essential on the elementary level, for here the groundwork is being laid for the child's later concepts and ideals. Here can the meaning of proper interculturral relationships be impressed upon him and the satisfactions to be gained from them. Here parents are stimulated to work with the school, for the good of their own children, and for the good of all the children, regardless of race, color or creed.

A broad intercultural program, ably administered, would do much toward eliminating a child's embarrassment, or pain, caused by others who may not understand why a neighbor's skin is darker, or his hair is curlier.

In the Classroom

One day a little girl on the playground was crying bitterly. Another child had "called her a bad name" referring to her race. Both children were in the same room. That afternoon the class went into the auditorium. Instead of the usual rhythmic period, we had an all-nations music-and-dance-appreciation period.

An Indian chant was played first, since the Indians were the first people, of whom we know, to settle in California. (California was our social studies project.) When the Indian chant was played, several children snickered; some laughed. Anita, an Indian girl, was called upon to talk of the Indian people. She explained the meaning of the chant and told us of the situations in which it was played. Charles, an Indian boy, danced while the others clapped their hands and swayed in time with the music and Charles' dance movements. The teacher told stories she had heard while visiting Indian territory and Indian pueblos. The snickers and laughter disappeared.

This episode was followed by music from Norway, England, Spain, Sweden, Ireland, Germany, Hungary, Hawaiian Islands, China, Mexico, and included American MacDowell's "To a Wild Rose" and "Witches Dance." At first the teacher, a former dancer, explained and interpreted the differences and similarities of the music with dance movements, while the children hummed and clapped their hands. They, then, performed rhythmic movements in keeping with the music.

The children displayed much interest and elation during this lesson and following it. This new experience was stimulating and worldly in scope. It embraced not only the children of their class and school, but their parents, neighbors and the world!

Later, during an evaluation period, they talked of many languages. One child knew a few Greek words and gave them; several children knew German words; several knew Indian "signs"; another knew a Swedish song; another knew how to write the Jewish alphabet. All knew Spanish words and songs which they had learned during our regular class work. Pictures were shown of costumes of some of the peoples whose music we had heard. Their countries were located on our globe.

Homework was assigned and enthusiastically received—namely, that each child ask his parents to teach him, and write down, a few words, or a song or poem of another country—the parent's native country, or any foreign words they knew. The next morning the teacher's desk was deluged with scraps of paper—ruled, unruled, white, wrapping, note paper. They were invaluable. They contained words and poems in native tongues of the parents of our children. A French book, a Chinese book and a Hebrew book were also brought to class. With these came flowers, a cut of "squash-pie-that-looked-like-pumpkin." homemade fudge, a portion of cake—all offered in silent but eloquent gratitude.

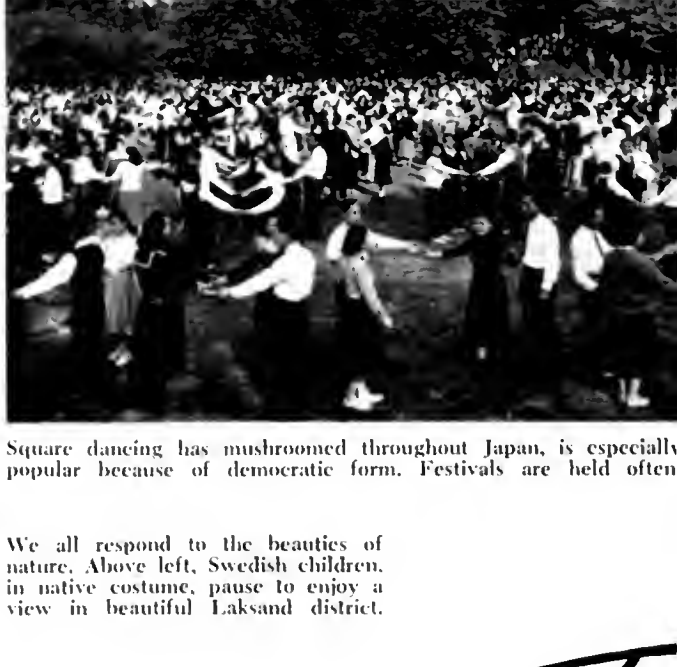
The children and their parents had been led to a greater appreciation of the peoples of the world. Parents were led to realize that the tears of one child may have saved the tears of many children, possibly their own, and may have precluded the heartache and grief caused by humiliating remarks about race, color or religious beliefs.

In keeping with this ideal, the children presented a UN program to the community. This consisted of a short discussion of early America, of the time when there were no beautiful schools such as we now have, when the early settlers struggled to retain their freedom of speech, and the right to worship, each in his own way.

Then came people, from all over the world, represented by the children. These people, working together, were the foundation and early strength of a now powerful nation.

The children made a plea for everyone to tell their daddies, mothers, and friends that we want peace by building a strong United Nations program.

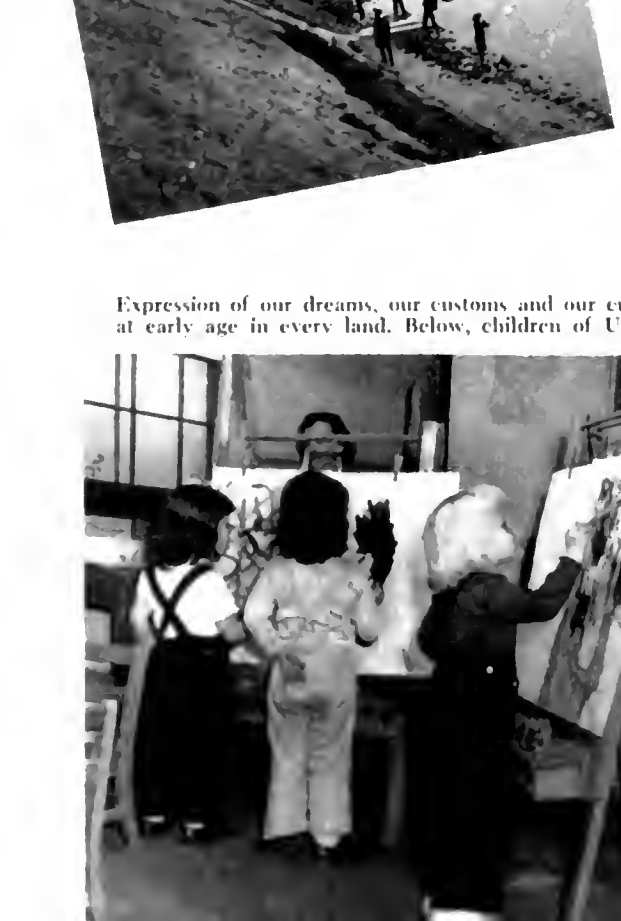
Condensed from *California Parent-Teacher*, February, 1952.



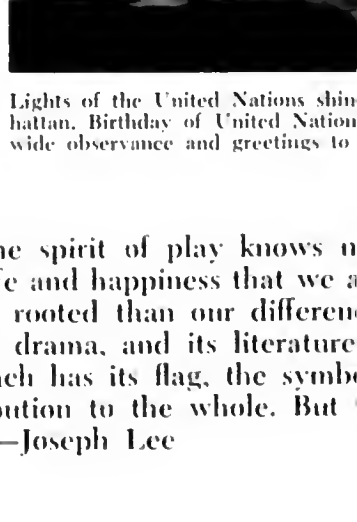
Square dancing has mushroomed throughout Japan, is especially popular because of democratic form. Festivals are held often

We all respond to the beauties of nature. Above left, Swedish children, in native costume, pause to enjoy a view in beautiful Laksand district.

To International



Fishermen understand each other anywhere, and how can you hate the man beside you, fishing in the sun? Left, Frenchmen on banks of Loire.



Lights of the United Nations shin hattan. Birthday of United Nation wide observance and greetings to

Expression of our dreams, our customs and our cultures starts at early age in every land. Below, children of United States.

INTERNATIONAL RECREATION SERVICE

The spirit of play knows n
man life and happiness that we a
deeply rooted than our differen
art, its drama, and its literature
ing: each has its flag, the symb
contribution to the whole. But
same."—Joseph Lee

Hiking and climbing enthusiasts are peculiar to no one country, need only fields, woods, good company. Group in Austrian Tyrol.

We learn the rules of good sportsmanship and team spirit on our playing fields. Scene above right, shows British schoolboys playing cricket.

rd Understanding

on from Secretariat Building in Man-
34, is each year designated for world
les. (See Recipes for Fun, page 295.)

An ancient sport, tilting at the ring, has been revived in several countries including our own South. Right, players at Zeeland, in the Netherlands.

Camping is dear to the hearts of all. Below, Hawaiian youngsters, whose ancestry includes Irish, Chinese, Portugese.

al boundaries. "The sources of hu-
g are international, older and more
y nation has its song, its games, its
approach to truth and understand-
personality; each brings its special
es that have whispered to us are the

An interfaith exploratory seminar sponsored by Indiana University.

RECREATIO

THIS SEMINAR came to pass owing to the voicing of a concern for help in the area of leadership by a number of leaders of recreation in religious groups. The Department of Recreation at Indiana University then got in touch with other leaders for their reaction to a proposal for an advanced training institute for recreation leaders in these groups. A very favorable attitude was expressed by each.

Therefore, a small group was called together at Indiana University on May 14 and 15, 1951, to discuss the project. Members voted to hold an exploratory seminar on Recreation Through Religious Education, and immediately set the plans for securing delegates, the items to be discussed and the dates. The seminar was held in September 1951, and the following presents a summary of the conclusions reached.

Some Basic Concerns

Throughout the entire seminar, points of view were brought to the attention of all and became, after discussion, common basic concerns. They are offered here, not as official pronouncements, but for the consideration of groups and organizations, to be discussed, accepted or modified, refined, and used. It was determined that:

(1) Recreation is important in our total culture. It is also very important within the religious organization and as a resource to be used by the organization as it strives toward its goals. Therefore, religious organizations need the best type of recreation conducted by highly trained leaders, who understand the organization and are dedicated to its goals.

(2) Three of the religious faiths, Jewish, Protestant and Catholic, could profit by moving forward together in a common, advanced study and training program, each sharing and maintaining its point of view. Recreation is a common area where this could be done.

Some Basic Concepts

1. Religion embraces all things that will improve a person's stature—spiritually, morally, physically and mentally.

2. Recreation is the constructive, joyful and voluntary use of leisure time wherein the satisfactions are gleaned from the activity itself as well as from its productivity.

3. Recreation conceived as an activity and interest is a resource that can be used by religious organizations to accomplish its goals, which include, among other things, satisfactory social life, relaxation, friendly competition under desirable sponsorship.

4. Within a religious organization, recreation is used for:

a. Promotional purposes, to attract people to the organization.

b. Achieving high standards of desirable fellowship.

c. Teaching cooperative living.

d. Development of high moral standards and values, such as sportsmanship in social life and competitive athletics, and so forth.

5. Recreation has religious values per se, without its use as a means to an end, or as a resource.

6. Recreational activities or resources are basically a product of the American cultural pattern, because of which we hold these common objectives:

a. Development of individual skills.

b. Development of a sense of belonging.

c. Development of a sense of individual and group security.

d. Democratically set standards.

e. Development of leadership.

f. Appreciation of living, of life, and of God. (Successful recreation programs through religious organizations must necessarily be person-centered and not program-centered.)

We use these common resources:

Arts and crafts
Athletics and sports
Dramatics and speech
Fellowship meals
Festivals and programs around holy days and holidays
Social recreation
Voluntary service projects
Music
Outdoor recreation—camping, and so on
Parties
Programs of national groups—scouting, camping, and similar programs
Trips

(This is not a complete list, but covers major common resources used.)

7. Recreation functions through religious organizations in the following two classifications:

a. Through a church and synagogue.

b. Through a center type of program.

8. People who learn to play together can learn to pray together.

What can religious organizations do to guide the individual member in the choice of recreation?

Through Religious Organizations

1. Start a program of recreation in local religious group. Participants should share in the planning, conducting and evaluation of the program.

a. Survey the scene—goals, needs, motives, interests, facilities, social-economic patterns, what others are doing.

b. If there are needs manifest, set the direction of the program to meet those needs. If other agencies or groups are meeting the needs, the religious organization-centered individual should assume his fair share of responsibility, thereby extending his religious influence. Organizationally this may imply the sharing of physical, spiritual and educational facilities.

c. There should be planned periodic examination of the recreation program and the community scene.

2. The religious organization, through its educational program, has a responsibility for raising the sights or standards of people so they may make a wise choice of recreation:

a. Through personal contacts, conversation, and addresses or the sermons of religious leaders.

b. Through various existing organizations within the religious group.

c. Through finding qualified leadership and bringing it in for consultation in planning recreation experiences or programs and/or conducting a good recreation experience for the group.

d. By means of any small group that can be motivated by volunteer or professional leadership to move ahead. This may become the motivating force within the entire group.

e. Through the use of audio-visual materials—demonstrations, field trips, pictures, and so on.

f. By sharing reading material and resources — libraries, reading lists, reviews, and so forth.

g. Through emphasis on home and family relationships—recreation, study, sharing.

h. By sending leaders and or potential leaders to recreation institutes, workshops, labs and training courses.

What is the relationship between community recreation agencies and religious organizations?

1. Municipal recreation serves as a resource to all other community groups, provides professional leadership, works with all groups in city-wide participation, provides demonstration projects and workshops.

2. The religious organization has a responsibility to help local agencies to maintain a high standard in all programs.

3. It has a role to play in all community councils and planning groups, neighborhood groups, and so on.

4. Each should include the use and/or employment of qualified and trained personnel.

5. Both work with unidentified youth, fraternities, sororities, neighborhood groups.

6. Religious organizations should offer their cooperation to community agencies in programs that have wide community interest.

7. Religious organizations have the responsibility to endeavor, whenever possible, to work through proper existing agencies in taking care of community problems. One of their responsibilities is to improve general community life and living, by raising of moral insights and standards.

8. Religious groups have a major function of interpretation to their own membership in regard to community problems.

9. Religious organizations should cooperate in development of resources and leadership pools for specific community projects. There should be professional leadership to guide, advise, lead and enable.

Curriculum Planning

The following are suggestions offered for consideration by leadership training institutions, colleges, universities.

1. Introduce into existing courses, taken by recreation, physical education and education majors, information regarding recreation through religious organizations and the relationship between religious organizations and other

recreation groups and agencies. It should be the objective here to develop a knowledge and appreciation of religious organization's place in recreation among all students who may go into recreation leadership.

2. Provide an elective survey course in recreation through religious organizations for students other than recreation majors, to give them a full appreciation of the field and provide basic training for volunteer work.

3. Utilize the resources of national agencies and national church offices to aid in accomplishing the purposes suggested in 1 and 2 above.

4. Encourage education and recreation students, who request or show interest in religious work, to do their field work or "extended experience" in relation to religious organizations.

5. Give students of religious education, in schools of religion, certain courses in the department of recreation. These courses might cover the following: (a) a required comprehensive course, a survey course on recreation through religious organizations, and (b) elective courses involving theory and techniques of recreation and recreation leadership.

6. Guide students in departments of recreation, who are planning to go into recreation leadership in religious organizations, into some courses in religious education.

7. Send the findings of this seminar to seminaries and ask them to consider seriously the possibility of providing an orientation course in Recreation Through Religious Organizations.

A workshop for advanced recreation leaders in religious organizations has been planned for November 4-13, 1952, at Spring Mill Inn, Spring Mill Park, Mitchell, Indiana. Some objectives for this type of workshop have been stated as follows:

Intercultural sharing in the area of recreation.

Exchange of recreation ideas and methods.

Living and sharing together; fellowship.

To study what is happening to people through our individual group programs of recreation.

To give the leader a chance to do the things in recreation he never does, to overcome "typing."

To look at leadership training programs.

To work on methods to build total programs by starting with specific skills.

To do a little digging along newer phases of recreation for older adults, recreation publications, family recreation, economical (uncanned) crafts, modern dance.

The schedule at workshop will be:

1. Long enough for those attending to share in living experiences, a few outstanding leaders living with the group.

2. For total group—addresses, panels, buzz groups, and so on, but total group presentation not a major feature.

3. For small groups—short periods and continuing periods to work on specific problems, sharing ideas, building programs and reports which may be acted upon by entire group.

4. For individuals—recreational skills in many areas and personal consultation with leaders and other workshoppers.

Hospital Bed Recreation

Barney B. Maticka

THE MOST RECENT addition to the ever-increasing recreation program in Pekin, Illinois, is hospital room recreation service to persons who have to be confined in the Pekin Hospital for a long period of time.

Hospital bed handcraft activities make an otherwise dull and uncomfortable stay in the hospital a bit more enjoyable and satisfying by bringing constructive pastimes to the patients in their rooms.

While there is limited space in the hospital, each room offers an opportunity to carry on some form of craft activity. The program includes leathercraft, the making of belts, billfolds, coin purses and similar small items. In painting, the special kits, with paints which do not require mixing and can be applied to the picture without a great deal of fuss and bother, are used. Other craft possibilities are the ever-popular shell craft, weaving and cork craft.

To be practical, the craft projects must require small work surface, must be clean, easy to work with, time-consuming and economical. Most patients with hospital bills to pay won't participate in expensive projects. In working with children in the wards, inexpensive projects are usually preferred. However, patients frequently make one item and find themselves "in the business," making the same for nurses and visitors.

So far, the men patients have enjoyed and asked for the leather projects, such as leather link belts, billfolds and coin purses, that need only lacing and no tooling.

The women patients have preferred oil painting; while the children love the popular gimp lacing projects and making bracelets. One boy used the gimp to make, for his nurses, several handles for summer plastic purses.

Storytelling, in children's wards, is another phase of our hospital recreation. Storytelling aids in stopping the children's restlessness during the long hours with "nothing to do." It helps them to take their minds "off themselves," away from their aches and pains, thus making their stay more enjoyable and facilitating the processes of recovery.

BARNEY MATICKA *is superintendent of recreation in Pekin.*

Games and activities to liven up those teen gatherings – in community centers, Y's, service clubs or anywhere.

TEEN ACTIVITIES

WHETHER YOU HAVE time to plan ahead, or whether you suddenly find yourself with a score or more of energetic teen-agers on your hands, who want to "do something," a varied repertoire of games, stunts and group activities will turn the minutes and hours into fun for everyone, including the leader.

Consequential Darts

This game will take some planning ahead, but it is guaranteed to make the party a success. Compile a numbered list of consequences, all kinds of funny and ridiculous stunts. Then, make a dart target, dividing it into squares or circles with corresponding numbers. When a player's dart strikes a number on the target, he must perform the corresponding consequence. There is no limit to the hilarious consequences which can be planned—reminiscent of the childhood game, "Heavy, Heavy What Hangs Over Thy Head." Alternate directions should be assigned any number designating action which would be funny if done only by a boy, or girl. Small prizes can be given for clever, good natured performance of consequences.

Dart Baseball

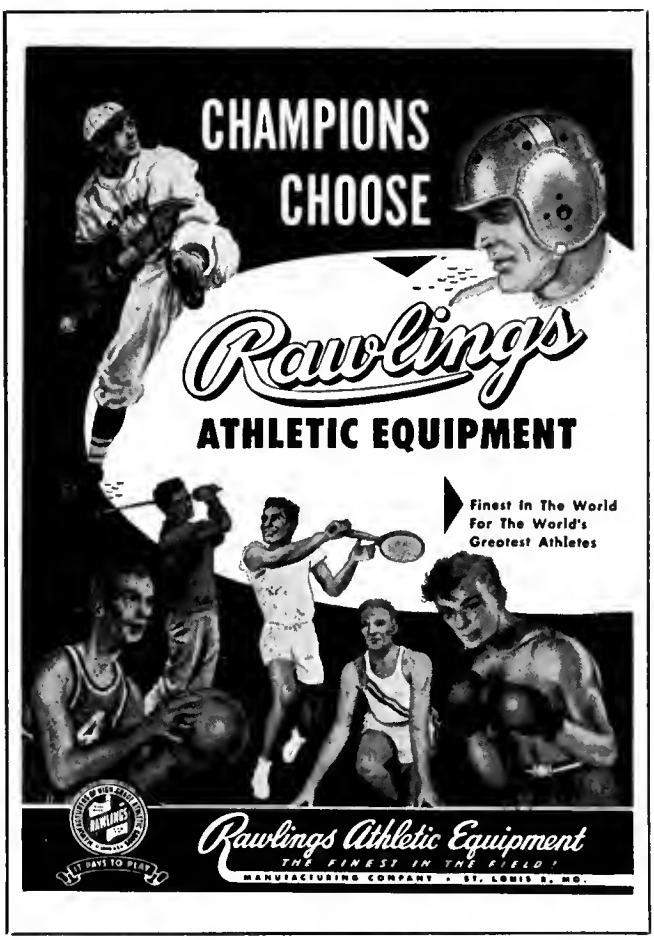
Another game with darts, appealing to teen-agers as well as adults, is dart baseball. Many communities have active leagues, with a highly competitive series of games and tournaments. However, it is also a game which can he played on the spur of the moment by any group, seven to nine players on a team. If your community center does not have a dart baseball board, you can make one, drawing the target areas which count for home run, strike, ball, and so on. Commercial dart boards of all kinds (with rules included) may be obtained through a local dealer.

Opposites

Two players at a time play this game for the benefit of those watching. The players sit on chairs, facing one another. Each wears a hat. One of them goes through any action which occurs to him—removing hat, bowing head, standing, pointing—all the while asking questions of the other. The second player must answer the rapidly fired questions while performing actions *opposite* to those of the first player. As the natural reaction is to do the *same* thing as the other player, the results can be highly amusing, especially when some member of the audience has said it ought to he easy and on his turn becomes just as confused as the other players.

Ping-Pong Baseball

At the Woodstock (Vermont) Community Recreation Center, a group of teen-age boys created ping-pong baseball, when their grounds and building were being repaired and they needed a game for a small area. Lay out any



comparatively level space in the shape of a baseball diamond, with ten-foot base lines and the pitcher's mound twelve feet from home plate. Teams may have from two to nine players. Follow informal baseball rules, except that a man is out if hit by a ball unless he is on base. The pitch is overhand. Use old ping-pong balls and paddles. Play indoors or out.

Gossip

Everyone forms a circle, except several players who are sent from the room. One of the remaining players is named to tell a story to those sitting in the circle. This story may be anything which the player makes up, but he tells it with very definite gestures. For instance, he may say something like this: "I was standing at the corner of Main and Oak early this morning waiting for the traffic to pass. (Turns head from side to side as though watching passing cars.) I was still sleepy, and I was yawning and stretching (yawns and stretches) when a crash behind me made me leap ten feet into the air. (Gives startled jump.) I looked around and about fifty feet away on Oak Street I saw two cars that had crashed. (Looks horrified.) I went over and there didn't seem to be anyone in either car. (Takes a few steps, stops in amazement.) I heard feet running away from the scene, but . . . " and so on, until a story is completed. Then, one of the players from outside is brought in, and the story is re-told to him, but without gestures. The second player then tells the story to the circle, with his own idea of gestures. The third player is called in and told the story, without gestures. The third player then re-tells the story, using his own gestures, and then calls in the next player, and so on. The interest lies in seeing how very different the story may finally be, after passing through the hands of several players.

Movie

If someone in the group owns a movie camera, a wonderful time can result if everyone cooperates to make a movie. One, or several, persons should be assigned the job of preparing a plot and dialogue. The old standby melodrama plots are probably easiest to use. Then, on a sunny afternoon, perhaps on a picnic, make the movie. There should be several crowd scenes, and as many "roles" as possible. No matter how carefully thought out it may be, unexpected moments will happen, and be recorded on the film. Later, when it is developed and shown to the group (an excuse for another get-together), everyone is likely to laugh till sides are aching, at the ludicrous results of serious efforts. If thirty-five or forty persons participate and the cost is divided among them, this is an inexpensive way to have a hilarious good time. But be sure that everyone understands, to avoid any unhappy or hurt feelings, that it is not only possible, but probable, that efforts will be viewed with howling laughter.

Circle Conversation

Ladies form an outside circle; men, inside. Men march one way and the ladies the other. When a whistle blows or some signal is given, each faces the person opposite him in the other circle, shakes hands, introduces himself and then continues to talk incessantly, regardless of what his partner may be saying. The talk continues without a break until the whistle blows and the music starts again. When the music resumes, all face right and continue marching as before.

Special Dances

So much has been written on square dancing lately that it might almost seem other forms are on their way out. The fact is, however, that most social dancing requires the usual ballroom steps, and it is unfortunate that much enjoyment is lost because of unskillful dancing. A series of teen-age dances, each dance planned to feature one step—the waltz, tango, and so on—will meet with real approval. Since each of the ballroom steps has developed from a folk tradition, it would be logical to plan a party with a special flavor—of Latin America, Vienna, or whatever country or locality originated the dance. Instruction, during the early part of the evening, will serve to enhance individual skill, and give the beginners a chance to get into things without feeling conspicuous. One reason the square dances are so much fun is that a caller draws the whole thing together, there are definite steps to take, and the result is satisfying. The more formal type of dancing also offers a wide range of party opportunities, if properly planned. By selecting a theme and carrying it through with appropriate decorations and a few novelty dances or social mixers, an average dance becomes a special one.

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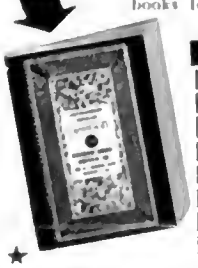

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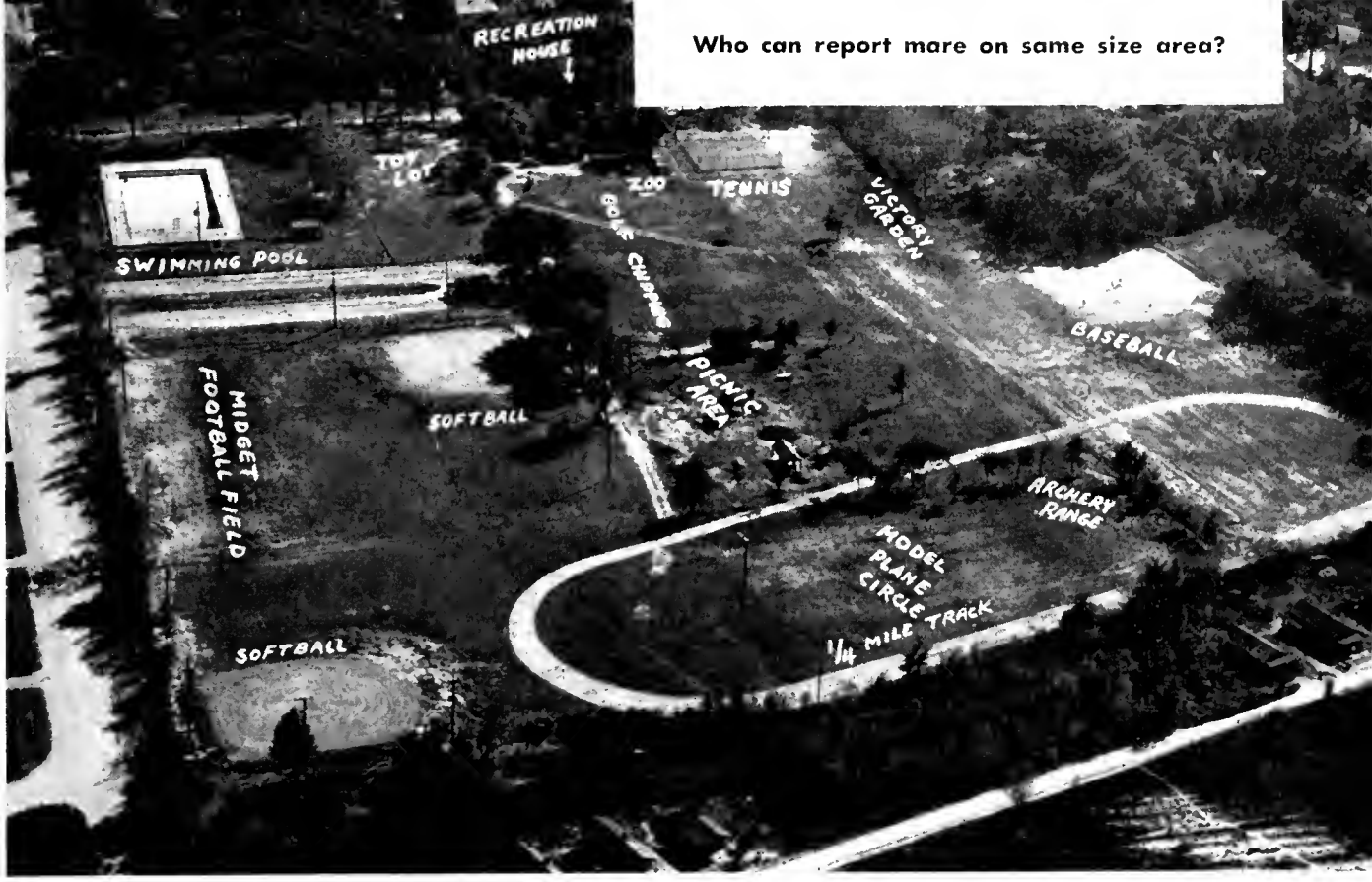


Fourteen Acres of Fun

— A CHALLENGE —

Selwyn Orcutt

LAMON STREET PARK in Fayetteville, North Carolina, consists of fourteen acres of land, on which is consolidated as much activity as possible. In the upper left-hand corner is the pool where the inhabitants of Fayetteville, young and old, can keep cool during the hot summer days. For beginners, there are learn-to-swim classes. Red Cross life saving and water safety. Various swimming events, water basketball, pageants, and so on, are held here.

Next to the pool is the children's play area, with sandboxes, swings and other playground equipment. In the recreation center, located in a clump of trees near the pool, are meeting rooms, free movies, a museum and dressing rooms. Next to the house is a small zoo, consisting of various small animals—goats, rabbits, a skunk, possums, raccoons, bobcat, ducks, white mice, flying squirrel and guinea pigs. Near this area there are several horseshoe courts.

Next to the recreation center is a paved tennis court. The plan is to build three more in the near future. Right behind the house note a chipping area, where a golfer may practice his chip shots. To the right of the center, is a baseball field, which is used by the high school teams; it is very fast drying and has an exceptionally good surface. Above the baseball field is an area where the children had their victory gardens and tried their hands at growing vegetables and flowers with marked success.

In the center of the picture is a picnic area, which will accommodate large parties; there are three outdoor fireplaces and the area can accommodate both night and day parties.

In the lower part of the picture is the recently completed quarter-mile track, where the high school track team is coached, and where other activities are being planned, such as county-wide track meets. On this field, model airplane club meetings are held, and the Southeastern District Model Airplane Championships were conducted here last year.

On the left-hand side of the picture are two softball fields, lighted, which are used not only by the men's softball teams, but for midget baseball and county softball games as well. Between these two diamonds is the field which is used for midget football. This has also been used several times for Easter egg hunts, pet shows, bicycle rodeos.

We have twenty-three activities on these fourteen acres of ground and we challenge any community to do better on the same size area. (If you can, let us hear about it. —Ed.)

Challenger, SELWYN ORCUTT, *is superintendent of the department of recreation and parks in Fayetteville, N. C.*

The Importance of GOOD PUBLIC RELATIONS

R. E. Brown, Jr.

RECREATION, today, has become an important part of the lives of all Americans, contributing to our character growth, and helping us become much healthier in mind and body and happier in mind and spirit. The proof of the old saying, "All work and no play makes Jack a dull boy," has been demonstrated a thousand times over. And to those of us who live in New England, recreation is *especially* important, because millions of Americans begin to cast their eyes in our direction as they make plans for their summer vacations. This year, I am told, the recreation industry in New England should draw at least one billion dollars in tourist trade. This is big business in any field—business that all of us should be interested in protecting through good public relations.

A public relations program, to be effective, must reach many different groups, including governmental and public bodies, school authorities, church and religious organizations, civic organizations, social welfare agencies, fraternal orders, business and industry groups, labor organizations, women's organizations, nationality and racial groups, music, drama and art groups, neighborhood associations, social clubs, veterans' organizations, and many others. Obviously, this cannot be done with one medium, or during any "overnight" period.

Many people think of public relations in terms of publicity. They are inclined to measure the effectiveness of any program by the columns of space which the editors of their local newspapers give them. Of course, newspaper publicity is very important and the value of building and maintaining good contacts with your local newspaper editors and reporters cannot be overemphasized. Good publicity in your newspapers can keep the public informed of your activities, help sustain interest in your programs, clear up misunderstandings, change unfavorable attitudes, win support for legislative changes in which you are interested, can do much to strengthen the position of your department. It is essential, therefore, that in organizing a public relations program for your department, adequate provisions be made for keeping your local newspapers well informed.

In this connection, if you do not already have a copy of the pamphlet, *Publicity for Recreation*, which can be obtained for twenty-five cents from the National Recreation Association, let me urge that you get one right away. This pamphlet outlines in considerable detail numerous ideas that you can use for obtaining newspaper publicity and, in addition, gives you many helpful hints on how to prepare this material for best acceptance in your local newspaper offices.

Remember, too, that newspaper reporters and editors are trained to keep their fingers on the public's pulse—to know at all times what the public is thinking. For this reason, one of your most important duties should be to maintain a friendly relationship with your local editors and reporters at all times. To do so not only may help you in your efforts to get newspaper publicity but through these editors and reporters, you can obtain many valuable comments and suggestions, reflecting the public's attitude, which should help you do a better, more efficient job—a job for which you probably will receive more public appreciation.

But please be careful. Assuming that you *are* successful in getting good newspaper cooperation, do not be lulled into a false sense of security. Do not think that simply because you have been getting some good publicity in the local press your public relations program must be good. For good public relations covers a much broader field than newspaper publicity alone; good public relations involves every activity of your department.

As Arthur S. Hodgkiss, executive officer on the staff of Robert Moses, commissioner of the department of parks of the city of New York, has said, "Sound public relations should begin with your own employees, who are your most direct contact with the public." He says they should be uniformed, clean and courteous at all times. "The best way to insure good public relations," says Mr. Hodgkiss, "is to have satisfied public park patrons through well-designed, clean and inviting park facilities and good service. Dirty parks irritate the public and invite just and sometimes bitter criticism."

Milo F. Christiansen, superintendent of recreation for the government of the District of Columbia, puts it another way. He says, "Although there are two employees on the staff of our public relations sections, we constantly emphasize that *every* member of the staff plays a part in public relations. The directors and assistants on the playgrounds and in recreation centers, for example, are in an excellent position — through personal contacts — to acquaint the neighborhood residents.

MR. R. E. BROWN *is assistant manager, advertising and publicity department, Aetna Life Affiliated Companies.*

merchants and civic-minded people with the workings of the department; and they are urged not only to make these contacts but to keep them current. In addition, they are in constant and almost daily contact with the press and radio stations."

How about your own public relations program? Undoubtedly your major events—the outstanding musical concerts, swimming meets, tennis tournaments, track meets, special celebrations, and so on—already are receiving their fair share of publicity, not only in the local press, and on your radio and television stations, but also through the distribution of letters, folders, posters and other advertising media. But what about some of your

Talk delivered at New England District Recreation Conference, 1952.

less spectacular, more routine activities?

For example, how easy is it for an individual in your community to obtain a permit for one of your tennis courts or for one of your outdoor fireplaces? Is it possible that even on such comparatively simple requests as these, you have an involved routine which is irritating many people? Could it be that your present prescribed procedure is discouraging some people from using these facilities?

What about the signs in your parks and recreation areas? Are they placed at the best possible locations, where they can be seen and easily read? Are they neat and attractive, or dirty and shoddy? What about your warning or restrictive signs? Are they politely worded, to invite willing cooperation, or do they demand grudging obedience? Believe me, this is all a part of your over-all public relations program.

How about your rest rooms? Are they "just what you would expect to find in a public park?" Or are they "the cleanest public rest rooms in the state?" Don't forget that one of the biggest industries in the country—the gasoline and oil industry—invested many hundreds of thousands of dollars in improvements for its rest rooms, and received in return, and is still receiving, dividends of incalculable value in both public good will and increased business.

How courteous are your park attendants? Are they tactful in handling visitors, yet, at the same time, fully capable of dealing with vandals, molesters and other undesirable characters? How safety conscious are they? Do they always have a watchful eye open for possible accident hazards? Surely the prevention of accidents is one of your most important public relations assignments, because one serious accident involving a child—an accident which might have been prevented—could tear down and destroy in one minute more good will than all your efforts could build up in a year's time.

In this connection, may I call your attention to the safety educational films available free from The Affiliated Aetna Life Companies, Hartford, Connecticut. These have been prepared under the guidance of recognized authorities, and deal with safety in relation to skiing, swimming, hunting, fishing, boating, cycling, conservation, driving, and so on, covering twenty-one subjects. Catalogues may be obtained upon request. All of these films are 16mm and are made with sound.

Does your department have a booklet showing the *location* of all the parks in your area and describing the *facilities* available at each? A booklet of this type would be welcomed, I am sure, by numerous organizations, including the YMCA, YWCA, Chamber of Commerce, Welcome Wagon Service, local newspapers, and many others. Even your local hotels probably would like copies, for the benefit of strangers in the community.

A booklet of this type would be especially valuable in areas where an army camp or naval training station is located. The thousands of young men, and Wacs and Waves, too, in these camps need all of the recreational facilities which you can offer. So if you have a camp or naval station in your territory, do not overlook the wonderful opportunity this affords for rendering an important public service. And remember, too, that recreational events, designed especially for these men and women in service, should be a regular part of your program.

At the same time, do not overlook, or forget, the mothers and fathers, the wives and children, who have been left behind by the servicemen *from your own area*. These folks, also, are facing new problems and need now, more than ever, the mental and physical stabilizing assistance which you and your department can provide. In fact, you probably will never have a better opportunity for public service, and for building public good will, than the present situation affords.

The points I have mentioned are not brand new to you; and I know full well that some of you undoubtedly are doing an outstanding job of public relations already. But sometimes, even when we think we are in the best of health, a physical check-up is advisable. So consider my remarks, if you will, as a form of check-up—as a reminder to you of some of the things you *could* be doing, or *should* be doing. And remember always that good public relations must be based on a sound policy of continuing operation, involving everything from the voice on your office telephone and the wording of your simplest letters to your handling of the most important public events. Success calls for constant effort—for the practice of common sense rules of judgment and tact by each and every member of your department, day in and day out. Then, and only then, can you be sure of receiving the full measure of appreciation from the public which your job deserves.

SHOW WAGON

In Omaha, Nebraska, a new show wagon visits the city's playgrounds to give dramatic and variety shows. This mobile stage is in a specially-built van, fifteen feet long and seven feet wide. One side drops down to increase the stage area. Special wiring permits lighting by plugging into a regular outlet or by using the truck's portable generator. Costing over four thousand dollars, it was presented to the children of Omaha by the *World-Herald* Good Fellows Charities, Incorporated, and was turned over to the park and recreation department.

How the recreation department of Opelika, Alabama (population 12,500) started planning early, brought Christmas cheer into every home on Christmas Eve.

"A Candle in the Window - A CAROL at the Door"

W. J. Calhoun

When the first signs of the coming Christmas season began to appear, I inquired, locally, about a group with whom to go caroling on Christmas Eve. Upon learning that only a few groups followed this ancient tradition from year to year, on an informal basis, it occurred to me that it might be a wonderful idea for the department of recreation to sponsor and coordinate a city-wide carol program.

With the support of the "man on the street," the ball began to roll. A "Dutch" luncheon was held *early in November* with a group of Opelika ministers and civic leaders, to hear the suggested program outlined by the recreation director. Also attending this first meeting were representatives of the local newspaper and radio station.

The following is a summary of the planning, organization, mechanics of operation and results attained.

The objectives of the proposed city-wide carol program as first presented were:

1. To provide an opportunity for organized groups to participate in a coordinated program of carol singing.

2. To create a true Christmas spirit at a time when it will mean the most to the most people.

3. To contribute a valuable community service and afford a genuine form of wholesome recreation for all participants.

4. To meet an emergency welfare need for those citizens and families of Opelika who have met with unfortunate circumstances which merit their community's assistance.

5. To provide every Opelika family group, especially the children, the privilege of enjoying the Christmas tradition of carol singing on Christmas Eve.

The group then asked many questions, and several matters of policy were discussed. Finally, the program was officially adopted by this steering committee; full support was promised by each represented organization and it was voted that cash gifts to benefit a Christmas Welfare Fund be administered by the Opelika Ministerial Association, for emergency needs throughout the year 1952.

It was pointed out that the building of a welfare fund was the least important of the objectives, but that everyone would enjoy the privilege of giving on Christmas Eve and would feel he had taken a part in the real meaning of Christmas.

In the first newspaper release the program was called "A Candle In The Window — A Carol At The Door," sponsored by the department of recreation and the chamber of commerce in cooperation with the churches of Opelika.

Since most of the carol groups were to come from Sunday school classes, a meeting was held with the ministers to divide the city into seven areas. The areas were assigned to churches in proportion to their membership. Each area was then divided into sections of approximately four city blocks, with the use of city maps, it being estimated that each carol group could cover this size area during the designated hours of six-thirty to eight-thirty in the evening.

While this organization was taking place, church school departments, Boy Scout and Girl Scout troops were adopting the program, voluntarily, as their December project. This was an indication of splendid radio and press coverage along with one hundred per cent community support and interest.

Not forgetting the other phase of the carol program, every medium of publicity was used to inform families in the homes of their responsibility. All were told that a candle in the window would bring a carol to their door.

When the area chairmen had finished their work, over thirty carol groups of ten or more carolers were eagerly awaiting the "go" signal. Each group was supplied with lapel ribbons, gift boxes and carol song sheets.

Caroler BILL CALHOUN *is the director of recreation, Opelika, Alabama.*

Groups of every age participated, including small children attired in their choir robes, carrying candles of their own, every minister and the mayor.

The program was officially opened at six p.m. with the songs of one group, singing from the steps of a downtown church, amplified through dome speakers and heard throughout the city.

Thereupon the stage was set, and promptly at six-thirty p.m. the thirty groups embarked upon their tours. Without exception, every caroler was filled with true Christmas spirit—a spirit of joy, and of happiness at the opportunity of bringing this same spirit into every home visited.

As a group would approach a home with a carol, their way lighted by lantern or flashlight, they were amazed at their reception. Little children in pajamas had been waiting for an hour, noses flattened against the window panes which reflected twinkling candles. This was an "engraved invitation" to the carolers. After the first carol, the children would rush to the door to offer their gift, then, with Mother and Dad, would join the troubadours in a second carol. Usually, it was difficult for a carol group to leave a home, because the family would insist on serving Christmas cookies and candy, and in some cases a buffet of refreshments had been prepared. This same story was being enacted in hundreds of homes and, as the two hours of caroling progressed, one could sense an atmosphere of *good will toward men* enveloping the city.

All around town there were various types of candle displays in windows, some simple and some elaborate; but regardless, this was proof enough the entire community had joined us in this festive tradition of carols on Christmas Eve.

By eight-thirty the carolers were returning to a central church for reports and refreshments. Fun started all over again as the evening's experiences were exchanged between groups. "We were the second group to visit Mrs. Whatley." "Our group was small so we got several to join us from the homes we visited." "We sang five carols and they still didn't come to the door." "One lady thought our gift box was a present we had brought, so she took it, thanked us and then shut the door." "One family just insisted we sing every carol on the sheet."

The only unfortunate aspect of the program was that a number of families had made elaborate plans for the carolers' visit and were very disappointed when a group failed to appear. This was most disheartening to the children who had special permission to stay up a little later than usual. A solution to this problem will be the addition of more groups and a clearer understanding of areas to be visited.

Even though there was little emphasis placed on the monetary gifts, there was a healthy competition between groups as the money from the gift boxes was counted. Of course, no prizes were offered, but it was interesting to observe some of the remarks concerning amounts collected. From every standpoint, the carol program was successful: a needed welfare fund was established, the two hundred fifty carolers enjoyed several hours of fun and fellowship, and those in homes visited felt the presence of a true Christmas spirit—particularly the children.

When the last carol had been sung, an estimated ninety per cent of the population had participated in the city-wide community program.

The total cost of the program was less than one hundred dollars, with gifts collected amounting to four hundred twenty dollars and twenty-six cents. These were turned over to the Opelika Ministerial Association for the Christmas Welfare Fund.

Now we are making plans and looking forward to our second annual "A Candle In The Window—A Carol At The Door" for Christmas Eve, 1952.

"Carol, brother, carol—
Christmas comes again."

Effective posters aroused community support. Every publicity medium was used.

Book Week Materials

"Reading Is Fun" will be the slogan for Book Week, November sixteen to twenty-two. This year's full-color posters are available at thirty-five cents each, with reductions on quantity orders. Four teaser-streamers, with the slogan, "Reading Is Fun," have been designed in two gay colors. The amusing designs cost thirty cents for the set of four.

Other materials include full-color bookmarks; "Can You Guess These Stories," a picture-quiz game; two new recordings, "Some of My Best Friends Are Books" and "Children and Poetry." Write for free manual describing all Book Week material and complete order-form to the Children's Book Week Council, 50 West 53rd Street, New York 19, New York.

Plan an arts and crafts room.

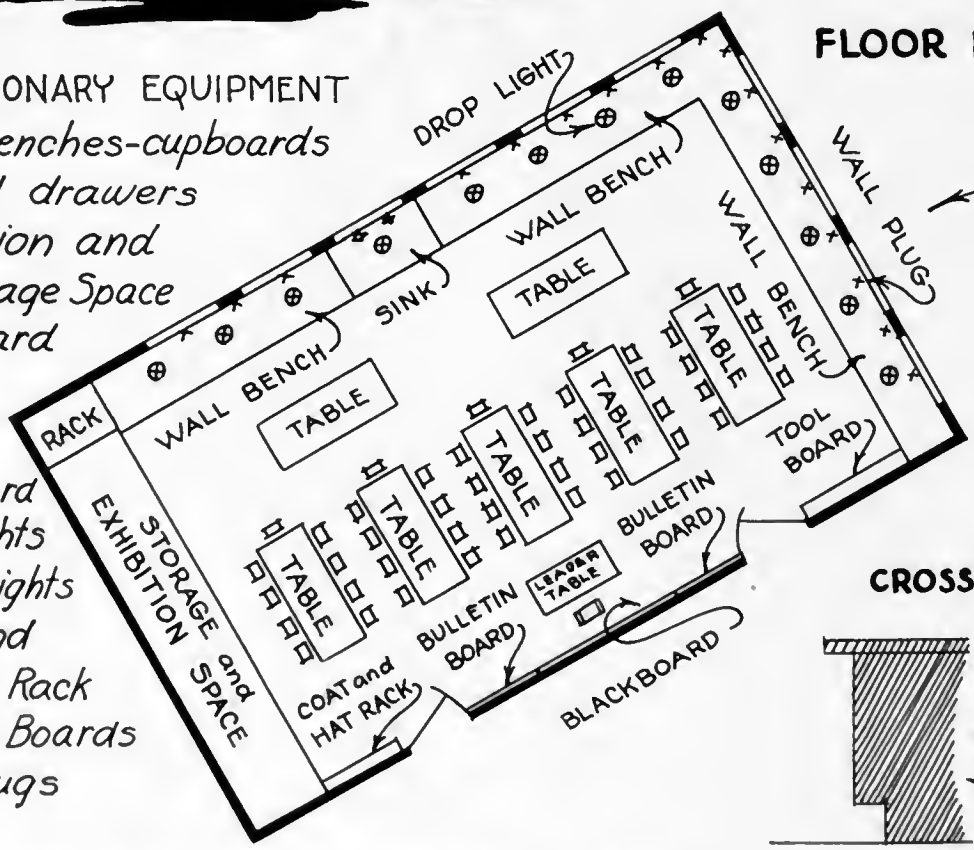
MOVEABLE EQUIPMENT

Leader's Table 3'x5'
Work Tables 3'x7'
Individual Chairs

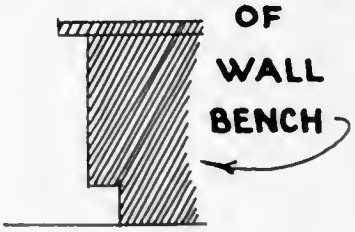
STATIONARY EQUIPMENT

Wall Benches-cupboards and drawers
Exhibition and Storage Space
Tool Board
Sink
Rack
Blackboard
Drop Lights
Ceiling Lights
Coat and Hat Rack
Bulletin Boards
Wall Plugs

FLOOR PLAN



CROSS SECTION OF WALL BENCH



LIST OF TOOLS FOR GENERAL USE —

Hammers-Saws, rip and crosscut-Coping Saws-Hack Saws-Hand Drills-Screw Drivers-Chisels-Mallets-Rulers-Scissors-Bench Pins-C Clamps-Vises-Tin Snips-Pliers-Files, flat, halfround, rat-tail-Ice Picks-Brushes-Knives-Planes-Pans, small and large-Squares-Paper Punches-Hot Plate.

SPECIAL TOOLS —

Special tools will be needed for-Leather-Metal-Pottery-Plastic-Metal and Wood Stencilling-Weaving-Carving-Jewelry-Textile Painting and Printing.

Josephine Blackstock Retires

The Story of a Recreation Career

Josephine Blackstock

Thirty-one years ago last June the first playground in the village of Oak Park, Illinois, came into being. It had been paid for through funds that Cicero owed Oak Park, and its playing field was an uprooted half-acre where the fire department had planted vegetables and flower beds. Perhaps this was a happy omen, because soon came another happy blooming—the sounds of children playing, running steps, laughter.

From these roots grew a playground system that was to become one of the best known in the Middle West. The following year, two other sites were purchased, and a while later, another two.

The Oak Park playgrounds won many honors in those years to come, and pioneered in many experiments. To Miss Josephine Blackstock, director, who resigned this summer, closing thirty-one years of service with the playgrounds, goes much of the credit for these accomplishments. As far as the program has been concerned, people have said, "She was the playgrounds;" but in those early days two other persons contributed markedly. They were Dr. Harry Stewart, chairman of the board, and Andrew Watters, superintendent of maintenance.

This trio laid the solid foundations. The playgrounds were to be landscaped first; they were to provide, for the children's activities, play *homes* that were to be creative in form, not institutions. A great hue and cry rose from other cities—impossible to make flowers grow where children are playing; they'll pick them, destroy them. But they didn't. The trio proved a point—that children love what is beautiful, and, given encouragement, will cherish it. When Eugene Field won second place in a contest, sponsored by the National Recreation Association, for the most beautiful playgrounds in America, that was the answer. Loving and skillful Custodian Bill Ingle's green thumb had made the playground blossom, as had Frank Grady's at Carroll; the children had begun to cherish their playgrounds.

And there were other firsts. The architectural contest for plans for play centers was one. Among the entries was a *kinder-symphonie*, submitted by Frank Lloyd Wright, one of America's outstanding architects, and a former resident of the village. The play board had insufficient funds to carry out his plan, but one of Mr. Wright's students, John Vanbergen, also an Oak Parker, won first place. When the five buildings, with their informal and appealing layout, were finished, visitors came from thirty-five states to see them, and inquiries were received from such faraway places as England and Australia.

But the program was the thing. What activities would appeal to the creative instincts of the boys and girls? Dramatics, dancing, storytelling, handcrafts, pre-schools, as well as athletics and games. A child grows not only physically, but emotionally and mentally as well; he grows as he is exposed to a creative atmosphere.

The Oak Park playgrounds began to win a national name for their dramatics. The terraced slopes at Field and Carroll became the backgrounds for play after play that Miss Blackstock had written. James Nohava, at Stevenson, used his manual skill in making many of the sets and properties. Out of the entire Middle West, it was the Oak Park playgrounds that were chosen to demonstrate out-of-door dramatics when two distinguished college teachers from England came here to study recreation in America.

Thirteen years ago, Miss Lilly Ruth Hanson was added to the staff as dramatic director, and five hundred children a year began to pass through her trained and sympathetic hands. Attesting to her skill is the fact that when, this year, dramatics at Oak Park High were given school credit, the twelve boys and girls chosen were all members of Miss Hanson's Stevenson Players.

And there were other accomplishments. The Oak Park playgrounds took first place in the United States government-sponsored scrap lumber handcraft contest. The boy who won it, with a wood carving project, went to Washington and was received by President Hoover. Athletics were given full attention—the national horseshoe cham-

pion had received all his training at Hans Andersen Playground; the winner of the state half-mile came from Stevenson. The boys' band, with Harry Dowse as conductor, was chosen to play for the Springfield Legislature, with James Rex as first chief. The Junior Police were organized, and have continued to serve for twenty-five years. Dancing began to take on impetus when Miss Ann Aigris, a staff member of Pavley-Ouljranski Ballet, taught her classes at Stevenson, and wrought miracles with clumsy, uncoordinated little girls. Later, one of her pupils was offered a job as head of a large dance school in the state. Some eleven years ago, Mrs. Ruth Wiggs took over as dance director, and to the dramatic festivals since then, there have been added lovely dance routines, with Miss Anne Peterson, playground pianist, contributing her musical skill.

Keep the program fluid, open, growing—that was Miss Blackstock's objective. It was she who renamed the playgrounds after the world's five outstanding writers of children's stories—Hans Andersen, Robert Louis Stevenson, Eugene Field, James Barrie and Lewis Carroll. From Sir James Barrie came a letter thanking her for the honor; and the play, written especially for the opening exercises at Barrie, hit a high spot in the dramatic history of the playgrounds. Miss Blackstock continued to write most of the major outdoor festivals, but that did not seem enough; for years she ran a playground newspaper, and a class in story and play writing for older boys and girls.

Time went on, and the program was expanded. Thirteen years ago, the pre-schools were started at Miss Blackstock's instigation. Under trained kindergarten teachers, they have won national renown; recently the Midwest representative of the National Recreation Association declared the system to be the finest in the district. Literally thousands of children have received their first introduction to education in these schools, and to Miss Blackstock they remain, with the plays she has written, her outstanding contribution to the Oak Park playgrounds.

The activities in Oak Park have been given wide recognition. Only once, during thirty-one years, at the National Recreation Congress was Miss Blackstock's name omitted from the list of leaders. Oak Park playgrounds were experimenting, and the country wanted to hear about it. To *Oak Leaves*, she owes an unpayable debt for its consistent publicizing of the playground activities. She has not missed twelve times in these thirty-one years in writing a weekly article for the journal. The suburban editor of the *Chicago Tribune* stated that the best publicity he received came from the Oak Park playgrounds. RECREATION magazine has published many of her articles on play.

The *Tribune* listed her name last year as one of the outstanding women in the state, and the Chicago *Sun-Times* gave her the same distinction. One summer, in her spare time, Miss Blackstock taught social recreation at the University of Chicago, and it was owing to the record she had made in Oak Park that she was selected as "the outstanding woman in recreation in the Middle West," to direct "Enchanted Island" at A Century of Progress. She has dramatized many of her books for children, for playground plays, and just last winter, at the festival held yearly at the high school, they dramatized *Songs for Sixpence*, her latest book, which will be published this fall by Wilcox-Follett.

In looking back over the long years, though, Miss Blackstock says that one of the features she has most enjoyed has been her association with the many adult groups in the village. Miss Blackstock organized the first women's club connected with the playgrounds, Hans Andersen Nabors, some twenty-five years ago. There followed many others—Eugene Field Woman's Club, Barrie Club, and the five pre-school mothers' clubs which have contributed so greatly to the welfare of the program.

She says she is indebted to the consistent cooperation given her by the playground board, composed of Mr. Gerard Serritella, chairman, Mr. Frank Ogdon, Mr. Walter Wessman and Mr. Harold McGrath; and she feels warm gratitude for the staff that has supported her work. She is of the opinion that the boys and girls of the village are the finest in the world.

"I have always loved children," Miss Blackstock says. "I think that the one chance of perfectibility of the human race lies in them . . . I still think we, as adults, are missing many golden chances to encourage the creative urges with which they are born. I have tried, through the pre-schools, the plays and the storytelling classes, to give them an opportunity to express themselves, their interests and their dreams, and to provide an outlet for their skills. The four- and five-year-olds are often poets, as witness the little girl who said one day, looking up at the sky, 'The clouds are the horses of the wind.'

"It is not work, doing what you want to do; it is a kind of play."

Foreign Books for Children

Dorothy Barclay

When a youngster listens to a story about a child in another land whose name sounds strange, but whose life and thoughts are very much like his own, that child has made a first step toward international understanding. When, along with hearing the story, he is able to look at the original foreign book, see unrecognizable words—frequently in unfamiliar type—and observe illustrations with a different flavor from those he is used to, his experience is even further expanded.

The International Committee of the Children's Library Association has observed a growing interest here and abroad in children's books as a means of cultural exchange. To help the trend along, they have just compiled a booklet, *Foreign Children's Books Available in the United States*,* which lists books in eleven languages from many countries.

Miss Maria Cimino, associate librarian of the Central Children's Room of the New York Public Library, stated that, along with giving children a glimpse of life in another country, the use of an Italian or Polish book, for instance, frequently gives children from those lands another reason for pride in their origin.

Condensed from *The New York Times*, August 9, 1952.

* Available free from the Public Relations Division, New York Public Library, Fifth Avenue and Forty-second Street, New York 18, New York.

Prop and Money
(South America)

For this game, a circle, about a yard in diameter. is drawn on the floor. A stick, twelve inches high and one inch in diameter, is set in an upright position (with modeling clay or nailed to a base) in the center of the circle. A bean is balanced on top of the stick. Players stand at a pre-set distance and, by throwing one bean on each turn, try to knock the bean off the stick. If the bean is hit and falls inside the circle the player forfeits the bean; if it falls outside the circle, the player wins the bean. The game may be played with small discs or buttons.

Pebble
(Greece)

All the children stand in a line, holding their hands out in front of them with palms together. The leader passes down the line and pretends to drop the pebble into each player's hands. When he finally does drop it into someone's hands, that child must run to some chosen point and then back and return the pebble to the leader, without being caught by any of the other players. If he is caught, the catcher becomes the leader; if he is not caught, he becomes the leader.

Songs

Many of the songs we sing and hear have come to us from distant lands. For a musical portion in your international program, play some of the following tunes and see how many of the participants can identify the title and the country from which it eame.

Coming Through the Rye	Scotland
Wearing of the Green	Ireland
Aloha Oe	Hawaii
Santa Lucia	Italy
Silent Night	Austria
Marseillaise	France
America (God Save the King)	England
Waltzing Matilda	Australia
Cielito Lindo	Mexico

There are many excellent books available in the public libraries containing the foreign words and the music to songs sung around the world. Teach one or two of the simple ones to your group. The French song, *Alouette*, and the German songs, *Schnitzelbank* and *Du, Du, Liegst Mir Im Herzen*, are especially good for group singing with a leader. There are also many which may be easily dramatized by children.

(Fold Back)

Activities for an International Program

An international program will serve two purposes—it can contain activities which are interesting and entertaining; and it can develop a clearer understanding of our neighbors all over the world. Lead up to your program by featuring articles, maps, books, and so on, on the bulletin boards in your center. Encourage the children to find out where their families originated and to learn all they can about those countries for a discussion program.

There are unlimited projects which can be carried out in handcraft groups. Puppets are an excellent means of developing an interest in the dress and habits of other peoples. Building typical houses and villages, dressing dolls in foreign costumes, making flags of the various countries from colored paper, compiling scrapbooks, and making belts, buttons and jewelry with designs of the people are all basic projects which could be developed. (The *Embroidery Designer's Sketch Book* by E. Kay Kohler, Pitman Publishing Company, contains designs from many lands which may be adapted to these projects.)

Corresponding with pen pals in foreign countries often leads to very pleasant friendships, and helps in a small way to spread international understanding. "How to Make Friends Through Correspondence" is a leaflet listing about a dozen reliable correspondence agencies throughout the United States. Free to members, this leaflet is available to nonmembers for ten cents, from Camp Fire Girls, Incorporated, 16 East 48th Street, New York City.

Quizzes

International quizzes can be entertaining, and at the same time, educational. Here are a few for starters. An atlas or geography will give you countless ideas for others.

Mountains

If you wanted to do some mountain climbing, to what country would you go to scale these peaks?

Everest	Nepal-Tibet	Mauna Loa	Hawaii
McKinley	Alaska	Fujisan	Japan
Popocatepetl	Mexico	Cook	New Zealand
Mont Blanc	France	Etna	Sicily
Matterhorn	Switzerland	Kosciusco	Australia

Rivers

If cruising down a river is more to your liking, where would you find these long bodies of water?

Nile	Africa	Rio Grande	United States
Amazon	South America	Danube	Europe
Yangtze	China	Ganges	India
Mackenzie	Canada	Irrawaddy	Burma
Yukon	Alaska	Tigris	Iraq

Products

Many of the products used in the United States are imported from other countries. Do you know some of the countries which supply us with the following ones?

Copper	Chile	Cheese	Denmark
Raw Silk	China	Rubber	Equador, Liberia
Sugar	Cuba	Olive Oil	Italy, Greece
Pepper	Netherlands, India	Tea	Japan, India
Tobacco	Cuba, Greece, Turkey, Netherlands	Coffee	Brazil, Colombia, El Salvador

(Fold Along This Line)

Capitals

Each country has its capital city. Can you name these?

England	London	France	Paris
Italy	Rome	Belgium	Brussels
Russia	Moscow	Denmark	Copenhagen
Spain	Madrid	Sweden	Stockholm
Portugal	Lisbon	Norway	Oslo
Poland	Warsaw	Chile	Santiago
Argentina	Buenos Aires	Japan	Tokyo
Germany	Berlin	Brazil	Rio de Janeiro

Games

The games played by children throughout the world are very much alike, with only minor variations and changes of name. As part of an international program, play the games with the words and characters used by children in another land.

Rock, Scissors, Paper
(China—Ching, Chang, Pok; Japan—Jan, Ken, Po)

This is used as a counting out game in many lands. It can also be used as a team game, individual game or relay by keeping score of the wins for each side.

Players must know the three signs used in the game and their values. Rock is signified by a closed fist, scissors by extending two fingers from the fist, and paper by opening the fist, palm down. The values of the signs are rock over scissors (rock breaks scissors), scissors over paper (scissors cut paper), and paper over rock (paper covers rock). In playing the game, players face each other, holding out their right fists, and as they chant each of the first two words—rock and scissors, ching and chang, or jan and ken—they raise and lower their fists in unison. On the final word—paper, pok, or po—each side makes one of the signs. In team play, a captain may be chosen to select the sign for his team so all players on his side make the same one. The team making the sign which wins over their opponents' sign receives one point, rock winning over scissors, scissors winning over paper, and paper winning over rock, as described above. Play may continue until one side has reached a set number of points.

John A. Lippold

TOM-A-HAWK CLUB *for Teens*

During the past three years, over twelve hundred parents and interested adults have volunteered to chaperon at the club for teen-agers in Aurora, Illinois; and the life of the club, its success and progress, depends to a large extent upon their help.

The present Tom-A-Hawk teen-age club was started in September 1947, and is sponsored by Aurora's playground department, which provides space and maintenance. It is located in the community recreation center. Activities for the year start in September and end in June, covering a total of about one hundred nights each year. The club is open on Tuesday from 7:30 p.m. to 10:00 p.m., and on Friday and Saturday, when the hours are extended, to 11:00 p.m. Dues for each member are seventy-five cents a year.

Recreation activities include dancing to the club-owned juke box or to orchestras furnished without charge by local unions, the viewing of television, games of ping-pong, shuffleboard and checkers.

Club membership is restricted to Aurora residents. During the first year, guests and out-of-towners from nearby cities, not having clubs of their own, were permitted to join. It was found, however, that as the popularity of the club grew and the membership increased, guests and out-of-towners would have to be eliminated. With a membership during 1949-50 totaling 2,340 young people, and with some nightly attendances exceeding nine hundred, it became apparent that memberships could not be extended beyond Aurora.

Membership in the club is restricted to young people from the ages of fourteen through nineteen. In the lower age bracket, the teen-ager must be in high school. In other words, a young person may be sixteen years old but still in junior high or eighth grade, and thus not eligible for the club. However, a thirteen-year-old who has reached high school is eligible for membership. Experience has proved that most youngsters below high school have unstable social tendencies which are not acceptable to the teen-age groups generally. They prefer romping, punching and playing tag to dancing and competitive games.

The control and administration of memberships, after three years of trial and error, have developed almost foolproof methods. The young people are permitted to join at the beginning of each year or on any night the club is open. Each applicant must read, and acknowledge by signature, the rules and by-laws of the club, which are simply rules of good behavior. The applicant is required to give information as to name, address, parents, schooling, and so on, which is later filed in a confidential file. The applicant is photographed and his picture is printed on his membership card.

Two membership cards are made; one is given to the new member, and one is kept in a membership file. The use of each member's picture on his card eliminates exchanging of cards. Rows of numbers are printed on the cards, each representing a night of activity. The chaperons at the door identify each member by his photo and punch the number on the card corresponding to the night's activity. If a member should forget his card, he may be admitted by having the chaperon at the desk verify his identity through the file of duplicate photo-membership cards. If he loses his card, he must be re-photographed.

The club administration is under the control of a teen-age board. Each year an election is held to determine the officers and board members. Since Aurora has four high schools, representatives are elected from each school, with the officers rotating annually among the schools. As the teen-agers are responsible for the club, a feeling

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John Lippold *is the capable director of the playground and recreation department in the city of Aurora, Ill.*

of ownership and belonging is more evident than it would be if the club were just given to Aurora's young people.

The club does not try to raise money. Profits from memberships, donations and the sale of refreshments furnish funds for the purchase of paint, re-decorating of club rooms, new equipment and the salaries of the executive secretary and the club director.

Management of the Tom-A-Hawk Club is under the direction of the playground department's director and is part of his year-round city job. The custodian, who is responsible for the maintenance of the entire recreation center, is paid by the department. The costs of electricity, steam, repair, and so on, are paid by the department since these are a part of the normal maintenance for the building.

The greatest source of volunteer help has been from among the parents of the teen-agers. In volunteering their aid, these parents can feel that they are helping to provide a much needed recreational facility for their youngsters. Civic and social clubs, also, have given their cooperation.

Volunteers have various duties, which include checking coats, verifying memberships at the entrance, photographing applicants for membership, filing, typing, working at the coke bar, controlling the game rooms, and acting as chaperons.

Chaperons volunteer for one night a year, a month, or a week, depending upon their availability. An average of fifteen to thirty chaperons are needed each club night.

The fine behavior of Tom-A-Hawk Club members, the good attendance and the tremendous amount of volunteer assistance contributed are evidence enough of its success. The good it has done for the youngsters is of an abstract nature and cannot be measured; but the memory of a former lack of such facilities in Aurora, and the enjoyment expressed by the members nightly, make its worth evident.

World Youth

Last August the third congress of the World Assembly of Youth met at Dakar, West Africa. Attending were one hundred and fifty delegates from twenty-two non-Communist countries, including eight from the United States elected by the Young Adult Council of the National Social Welfare Assembly. The congress discussed the fight against discrimination and illiteracy; improvement of education; and promotion of technical assistance and world understanding. A tour of African villages followed the congress.

Chartered four years ago in London, England, at an International Youth Council, the World Assembly of Youth aims at establishing a world-wide federation of youth working together on common international interests. Previous congresses were held at Brussels, Belgium, and Istanbul, Turkey. Dakar was chosen for this congress because this important naval and air base in Senegal was thought to provide the best example of youth cooperation and enterprise in Africa. It was Africa's first world youth meeting.

Another world youth movement, in its fourth year, is the International Farm Youth Exchange, sponsored by the 4-H Clubs. Under this project one hundred and forty-eight young people of the 4-H Clubs have spent months working on farms in other countries, while a corresponding group came to the United States. Upon their return, these "grass-roots" ambassadors have shared their experiences widely by means of lectures, articles and radio programs.

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SOUTHERN REGIONAL RECREATION STUDY

W. C. Sutherland

The Southern Regional Education Board has asked the National Recreation Association to make a study of the recreation leadership and training needs in the fourteen southern states. The regional board was established in 1948 by a compact drawn up between the states and signed by the governors. It has been ratified by the acts of the state legislatures of the fourteen southern states.

The recreation study will be the first of its kind in the history of the recreation movement, and will involve a careful study of the growth and development of recreation in the southern regions. The present status of recreation leadership in the South will be analyzed, and the number and types of leaders needed now and in the immediate years ahead will be determined.

A second phase of the study will include an inventory of the professional educational opportunities now available in the South. The relationship between the need for recreation leaders on the one hand, and the number of leaders being trained on the other, will have to be examined. The barriers and inhibitions that are preventing improvement will be identified and interpreted and a course of action proposed.

The South cannot afford, and probably can no other region for that matter, adequate facilities and leadership for professional programs in every state for the various professions. On the other hand, through cooperation and the pooling of educational resources, every region can have a strong professional school in the various fields. The development of strong professional educational centers on a regional basis will make it possible to supply the leaders needed by the various agencies at a minimum cost.

Regional programs are already underway in the South in some of the old-line professions including medicine, dentistry, veterinary medicine, social work and forestry. It is significant that recreation also has been identified as important in the improvement of economic and social conditions in the southern region. In a sense the project involves a series of studies within a study. The range or scope includes not only the present and estimated future personnel needs of government agencies—local, state and federal—but also, such agencies employing recreation leaders as industry, hospitals, churches, homes for children and the aged, penal institutions, and voluntary organizations.

The Study Committee held its first meeting June 19, in Atlanta, Georgia, and developed and approved plans for the project. A pilot study was conducted to test questionnaires and procedures and the full scale study is now under way. The report, when completed, should be a safe guide for the Southern Regional Education Board in the development of adequate professional and educational programs in the field of recreation.

This committee, appointed jointly by the Southern Regional Education Board and the National Recreation Association, includes: W. C. Sutherland, National Recreation Association, study director; Leo M. Chamberlain, vice-president, University of Kentucky; W. J. McClothlin, consultant for professional programs, Southern Regional Education Board; Nan C. Crow, superintendent of recreation, Charlottesville, Virginia: Robert P. Daniel, president, Virginia State College; Alvin Eggeling, superintendent of recreation, Oklahoma City, Oklahoma; Cliff Kerby, director of recreation, Callaway Mills Company, LaGrange, Georgia; Harold D. Meyer, chairman of recreation curriculum, University of North Carolina; Beverly S. Sheffield, director of recreation, Austin, Texas; Henry K. Stanford, Board of Regents, University System of Georgia; William J. Tait, director of recreation curriculum, Florida State University.

Personnel News

Hugo Koehn, superintendent of parks and recreation, Houston, Texas, has retired and will be succeeded by Arnold Moser, the superintendent of recreation.

Other recently appointed superintendents of recreation are: Charles Beaird, Dublin, Georgia; James E. Swendig, Pendleton, Oregon: James Dittmar, Williamsport, Pennsylvania: Ed Crawford, Griffin, Georgia; Al H. Bishop, Marietta, Georgia: Charles H. Odegaard, Marinette, Wisconsin: E. Stuart Richter, Colorado Springs, Colorado: Donald Sinn, Concord, New Hampshire: Marvin E. Hamm, South Haven, Michigan: Arnold Halpern, Weiser, Idaho: Donald M. Cook, Carlisle, Pennsylvania: Everett E. Peel, Moore County, Texas: Clayton Anderson, Williamalene Park District, Springfield, Oregon; Leland R. Schenck, Gilbert, Minnesota: Frank H. Dearborn, Mystic, Connecticut; Arthur Chartier, Littleton, New Hampshire: Frank Reich, Moscow, Idaho.

Jobs in the Far East

There is still need for recreation personnel in Korea, Japan, Okinawa, Guam and the Philippines. Opportunities exist for those wishing to serve with the United States Air Force. The urgent need is for special service personnel in manual arts, library and service club programs. (Men are preferred for the manual arts positions.)

College graduates between twenty-four and forty years of age, with training and experience in recreation, are preferred. *Form 57*, available at any post office, should be sent to the Overseas Employment Coordination Office, Director of Civilian Personnel, Hdqrs. U.S.A.F., Wright-Patterson Air Force Base, Dayton, Ohio.

NOW ALL TOGETHER
MP 414 Twenty Cents
A festival of fellowship
by Elizabeth Hines Hanley
National Recreation Association

LOOK—A PARADE!
P 19 Thirty-five cents
Suggestions for informal and
formal parades and floats
National Recreation Association

Here's an offer you will want to accept

To let you become well acquainted with the Nation's leading magazines in maintenance for the park and recreation industry, we will send you the next six issues for only one dollar. (Regular price is $3.00 per year.)

Start now so you will receive the Buyers' Guide Directory of over 500 suppliers in our October issue.

PARK MAINTENANCE

P. O. BOX 409 APPLETON, WISCONSIN

Square Dancing CAN BE
So easy to learn . . . So easy to teach

With these Square Dance Records with Progressive Oral Instructions and Calls by ED DURLACHER.

Here is the easy and economical way to meet the ever-growing demand for square dancing in your community . . . the HONOR YOUR PARTNER series of square dance records.

☆ ☆ ☆

Each record in albums 1 to 4 starts with simplified progressive oral instructions by Ed Durlacher —instructions easily understood by dancers of all ages. Following a brief pause, giving the dancers time to square their sets, the music and calls begin. The TOP HANDS, directed by FRANK NOVAK, offer the best in scintillating and foot tapping square dance music. The calls are delivered by one of the nation's most outstanding square dance authorities, ED DURLACHER.

The fifth album in the series contains music only, without calls or instructions—"The Square Dance Caller's Delight".

☆ ☆ ☆

AN ENTHUSIASTIC USER REPORTS . . .

"The square dance album 'Honor Your Partner' is all that you claimed it to be—we tried out the records on a group of eighth grade students and they picked up the instructions without difficulty. In the space of thirty minutes, this group, which had never square danced before, were doing the figures in an expert fashion. The records were also a hit at the adult square dance which we held last night."

Alfred Elliott, Recreation Director, Greenwood, Mississippi

All records guaranteed against breakage, FOREVER!

HONOR YOUR PARTNER

Learn more about the HONOR YOUR PARTNER albums. Write for a descriptive folder.

SQUARE DANCE ASSOCIATES

DEPT. R-11 FREEPORT, NEW YORK

HALLOWEEN IN DUMAS

In Dumas, small town of 7,000 in the Texas Panhandle, a half-rain, half-snow storm simply added zest to their gala night. The only vandalism reported was air released from the tires of four automobiles, and no damage at all. Fun started at four in the afternoon, ranging from a turkey raffle, window painting contest, teen-age dance, costume parade, talking to the Chief Goblin on the telephone, eating hot dogs and candied apples, visiting the carnival booths at the county courthouse to watching the spooky midnight movie. A hundred and fifty boys and girls took part in the window painting contest, two hundred in the downtown parade. Holiday-bent youngsters and families came from all over Moore County to join in the fun. At day's end, tired Jaycees and Business and Professional Women's Club members cleaned up the litter and began to set their sights for an even greater event in 1952.

KEEP AMERICA BEAUTIFUL

A campaign to stamp out costly destruction and vandalism by careless vacationers has been initiated by *Natural History* magazine. The campaign was formulated following widespread response to "The Great American Litterbug," an article in the May issue of the magazine, decrying the deplorable damage done by the American public to our national parks and forests. According to the article, the careless habits and deliberate vandalism of motorists cost the American public *six million dollars* in the year 1950 alone. At present, Americans are steadily converting their nation's most prized natural and historic areas into monuments to the "Great American Litterbug."

Clean-up campaign stickers, bearing the injunctions, "Don't be a Litterbug" and "Keep America Beautiful," are being financed by money contributed spontaneously by the public in response to the article and by the magazine itself. The stickers are currently being distributed to motorists at the entrances of Yellowstone, Grand Canyon and Yosemite National Parks.

WHISTLING WHILE YOU PLAY

Richard Montgomery

WHISTLING REACHES into nearly every phase of life—from the warning whistle of the policeman or fire engine to the expressive whistles of admiration or skepticism, from the comforting whistle to keep up courage to the joyous whistling of a skipping child. The whistle makes a useful contribution to the fields of recreation and entertainment. Whistles are employed in various sports and performances, such as football, basketball, swimming (meets), polo, falconry, archery (arrows with whistle heads), riding contests, circuses, hunting, and even concert whistling and record playing.

Learning to whistle is one of the important events of childhood, and the ways to have fun with whistling are part of growing up.

Whistle Contest No. 1—This is an old game. It is fun for the spectators and more fun for the whistlers. Any two whistlers are selected and placed back to back. Upon a given signal by a referee, the two whistlers turn around, face each other, and whistle previously selected tunes which are not identical. After a few seconds, the referee stops the whistlers and the winner is chosen by the judges, or is selected by the applause of the listeners. The winner is then challenged by another contestant.

Whistle Contest No. 2—From a group of whistlers, selection is made, by elimination, to determine the best whistler, second best, and the third best. This contest among youngsters, particularly, is very successfully carried out in scout groups, boys' and girls' camps and clubs, and by recreation and park departments of large cities.

Whistle-Cracker—Another very old game with lots of fun is whistle-cracker or whistle-race. This requires that contestants start eating crackers at a signal, then whistle a tune while chewing. The winner is the one who completes the tune first, or who is first to utter a whistle.

There are several variations of this popular game, for example, sour pickles, persimmons or a teaspoon of lemon juice may be substituted for the cracker.

Water Whistle—In another whistling contest, the face and lips are submerged in a basin of water, or in the lake or pool if contestants are at a camp. The one who produces the loudest whistle gets the prize. This is a difficult stunt, and it is seldom possible to find a contestant who can produce an audible tone other than the noise of inflating and bursting bubbles.

DR. MONTGOMERY *is now engaged in rehabilitation work, Commission for the Blind, State Department, Texas.*

Whistle Crafts—By making simple whistles, and experimenting with other easily constructed "instruments" and materials, craft skill related to the art of whistling may be developed. Here are a few suggestions:

Large quills, thoroughly cleaned, from chicken, duck, turkey, goose, and other large fowl, or drinking straws, can be used to make an *hautboy*.

The old Chinese *tche* can be made from a long tube, which is played by blowing through a hole in the center.

The Egyptian *ney*, a tube open at both ends, is blown across the top.

A garden gourd, formed like a ram's horn, makes a good *shofar*.

From whistlewood, tulip poplar and willow, alder and fleece flower stem, one can make a shepherd's pipe.

A flute (frequently called the nightingale of the woodwinds, instrument of nature, king of the woodwinds), a flageolet, and an ocarina can be constructed from metal, clay, wood, bone or plastic.

The blowing of a blade of grass held between the thumbs, with hands in position for prayer, makes sounds like an oboe. The use of a double reed with a wheat straw produces a similar effect. Another suggestion for making identical sounds is blowing the stems of squash leaves or stems of the petunia flower.

A reed and a wheat straw produce a clarinet sound.

A small hollowed-out cane, or cornstalk, makes a good fife.

The stem of a fleece flower with a reed can be used to make another type of flute.

Also, trumpets or cornets can be constructed from: the bark of the birch and the tulip poplar, with or without a paper lining; a large sea shell with a small opening at the tip; certain trumpet-shaped flowers such as the petunia, lily, trumpet flower; a cow horn with the tip cut off; and a large hollow reed, tube or pipe with one end flared.

Inflated balloons with a whistle head inserted make a long, continuous sound. By inserting several balloon reeds, one can actually produce a klaxon, with major or minor chords.

The whistling top, constructed of wood or metal, and spun with a string or spring winder, can produce several notes simultaneously, making chord effects. By notching an ordinary wooden toy top, different whistling notes can

be produced. Also, by varying the spacing and the size of the notches, still other sounds result when the top spins. In fact, many elaborations can be made on the spinning top, disc, record, wheel and drum, so that almost any sound, from a simple whistle, siren blast or wail to the complex tones of a pipe organ, may be produced.

A yard-long string, attached through a hole at the end of a clinical tongue depressor and whirled by the hand and arm, makes a hum or whistle. By using a larger stick or board with sharpened edges, different tones can be produced.

Rubber bands, especially the broader ones, stretched across the handle bars of a bicycle, or a balsam frame, and attached to a kite tail or body, make pleasant whistling sounds. A thin rubber band across the opening of a tube, pipe, or the like, acts as a reed for another instrument.

All the above ideas are for amateurs, or youngsters, and are primarily of use for tricks, stunts, contests, games and skills. However, lip whistling can be both fun and profitable. Though called "lip whistling," it involves not only the lips, but the entire mouth cavity, tongue and tongue tip, teeth, uvula, throat area, nasal area, lungs, diaphragm, posture, general health, attitude and the whole personality. To pursue concert whistling, to become proficient, an artist, calls for study and work.

One of the best professional whistlers is Fred Lowery. His thin thread of beautiful music entrances even the greatest of musicians. His exotic timbre and tone color are unsurpassed. A fine windup for an evening of fun for whistlers, is to play one of his records—*Indian Love Call* is one of the best—and watch for more inspired whistling by the listeners.

Listening and Viewing

Seventy-five years ago, on August 12, 1877, Thomas A. Edison sketched his ideas for the recording and reproducing of sound. In November of that year he announced an invention, later patented as "a singularly ingenious but very simple machine," the cylinder phonograph. Today, an Audio Fair will open for a four-day period at the Hotel New Yorker in New York City, (starting October 29, 1952) enabling manufacturers in the United States, Canada and a number of European countries to present to the public the metamorphosis of Mr. Edison's machine, and a pre-view of future developments.

While the sound reproducing systems to be displayed will emphasize equipment for use in the home and by the audio hobbyist, the exhibits of recorders, public address and broadcast systems and professional equipment will be of interest to the director of any audio-visual department. The fair is held in conjunction with, and sponsored by the Audio Engineering Society. Admission is free.

Audio-visual columns of the present, as frequently as book review pages, carry announcements of recordings:

Paul Revere and the Minute Men, Our Independence and the Constitution, The Building of the First Transcontinental Railroad, The Wright Brothers constitute the second group of dramatizations adapted from books of the Random House "Landmark" series, fine books on American history for teen-agers. A professional cast, authentic music and background detail, excellent production, qualify the recordings for use in programs of reading, history, drama, social studies and pure entertainment. Each title is available in a set of two standard records (78 rpm) for $2.98 or as one of two titles on a long-playing record (33⅓ rpm) for $3.75. The four titles previously dramatized are *Voyages of Christopher Columbus, Landing of the Pilgrims, California Gold Rush, Riding the Pony Express.* From Enrichment Records, 246 Fifth Avenue, New York 1, New York.

Carnival of Books, Ruth Harshaw's excellent programs for children, presented by the National Broadcasting Company, may not be carried by your local radio station, or may be broadcast at an awkward hour. Recordings of those programs which have featured seven authors whose books are published by the Thomas Y. Crowell Company, are available free to departments and institutions. They may be used for three weeks. Order from the Juvenile Department of Thomas Y. Crowell, 432 Fourth Avenue, New York 15, New York.

The following publications are a few from the many resource lists available for those planning film programs:

Educators Guide to Free Films, twelfth annual edition, describes over twenty-three hundred free films available from industrial, government and other organizations, conveniently indexed by title, subject, availability and source—each section on differently colored paper. Many titles under the thirty-two topic headings are suitable for recreation programs; and for the director who may have a specific policy toward sponsored films, the annotations make it possible to determine easily the tenor of each film. Thirty-seven entries appear under recreation. From Educators Progress Service, Randolph, Wisconsin. $6.00.

Educators Guide to Free Slidefilms, fourth annual edition, lists five hundred and seventy-five titles, in similar format. From the same company. $4.00.

Movies for Recreation Programs describes more than fourteen hundred films, many available free, from the Association Films, Incorporated, 347 Madison Avenue, New York 17, New York. Catalogue is sent free on request.

NEW BODY-CONTACT GAME OFFERS FEWER HAZARDS

George W. Haniford

"Competitive games provide an unusually satisfactory social outlet for the instinctive aggressive drive. The most aggressive outlet offered by recreation is seen in those sports in which there is bodily contact."

WILLIAM C. MENNINGER, M.D.

TO SCHOOLS LOOKING for a new sport to add to their existing program, or for a body-contact game which offers a minimum of player hazards, may I suggest American Ball?

Touch football was eliminated from the program of intramural sports at Purdue University in 1948 because of the high incidence of serious injuries.

Realizing that a successful program of intramural sports needs at least one contact game, we immediately began a survey to find a suitable replacement. This was a difficult assignment because touch football is one of the most popular intramural sports on our American campuses. Our difficulties were increased because we were looking for a game which would require a minimum of space and no special equipment.

In the screening of possible activities we came across a sport called American Ball. The rules were prepared in 1934 by Larry A. Bidlake of the Department of Physical Education and Health, School of Education, New York University. The name, American Ball, was chosen because elements of America's three most popular games—baseball, basketball and football—are combined in it.

American Ball is played by two teams of nine men each on a court 108 feet by 60 feet. The rules closely resemble those of basketball.

An inflated ball, approximately fourteen inches in diameter is used. The ball may be carried or passed from one player to another. It may not be kicked.

The purpose of the game is to throw the ball from behind a "scoring line" to a catcher who is stationed in a "catcher's zone." The scoring line is drawn across the court fifteen feet from and parallel to the end line. The catcher's zone is an area four feet deep directly behind and parallel to the end line.

Scoring

A goal made from the field counts two points; a goal from the free-throw line counts one point. The free-throw line is the same as the scoring line. After each goal the ball is put into play by a jump ball in the center circle.

Timing

Two fifteen-minute periods are played, with an intermission of ten minutes between periods. If the score is a tie at the end of the game, play is continued for an extra period of five minutes or as many five-minute periods as are necessary to break the tie.

The number of officials and their duties are the same as for basketball. The referee starts the game by tossing the ball up between two players of opposing teams in the center of the playing field.

Violations

The original rules for American Ball permitted tackling as long as tackling was not above the shoulders or below the knees. We immediately dropped this rule and instructed our officials to call a personal foul whenever the following were committed:

1. Tripping an opponent.
2. Grabbing an opponent above the shoulders or below the waist.
3. Using unnecessary roughness.
4. Deliberately pushing an opponent.
5. Piling up on a man when he is down.
6. Deliberately throwing or knocking an opponent to the ground.
7. Interfering in any way with opponent when the ball is tossed between players.
8. Interfering with an opponent who does not have the ball.

We penalize these violations with one free throw and charge the of-

MR. HANIFORD *is assistant professor at Indiana's Purdue University.*

fender with the personal foul. Four personal fouls automatically disqualify the player from further participation in the game.

The game has proven to be very fast and slightly rough at times. However, our experience has been that when the participants learn the rules and play it a few times, they begin to eliminate much of the roughness and concentrate on their scoring offense and their defensive game.

Officials must use a great deal of discretion in calling personal fouls. For instance, although it is a foul to grab above the shoulders or below the waist, it is entirely possible that situations will come up in which violations are entirely unintentional; for example, a man with the ball may attempt to evade his opponent by ducking which might result in his coming up with his opponent's arm around his neck, thus making it appear that he was grabbed around the neck.

Officials may control the element of roughness by simply calling "held ball" more frequently, although it is recommended that a held ball should only be called when the ball becomes so tied up between two or more players that it is impossible to throw or pass the ball.

Very few injuries have been reported at Purdue in its two years experience with American Ball. There have been the common sprained or turned ankles, bruises and sore muscles. We have yet to experience the first broken bone.

In the fall of 1950 we had one slight brain concussion, which we consider was our most serious injury. The concussion happened when a boy, leaping into the air to catch a pass, lost his balance and hit his head on the ground upon falling.

American Ball, in all probability, will never replace touch football in college intramural sport programs. The game is not too well known and, perhaps, some schools do not need to replace touch football because they are not experiencing serious accidents. However, for schools that may be looking for a new sport, may we recommend American Ball.

Reprinted from *Safety Education*, February, 1952.

On The Campus

NOW THAT the school year is under way, let us hear from *you*.

"Help Week" Versus "Hell Week"

A graphic demonstration of the awakening of Omaha University's students to their responsibilities as members of their community was the "Help Week" program initiated for the first time last spring by the university's Interfraternity Council.

Approximately forty young men, members of Sigma Phi Epsilon and Pi Kappa Alpha, together with fifty coeds, members of Chi Omega and Alpha Xi Delta, participated in a two-day clean-up campaign at Elmwood Park. This involved raking the grounds; removing the winter's accumulation of cans, broken glass, leaves, dead branches, and papers; washing the windows in park buildings and putting the park in neat, clean condition.

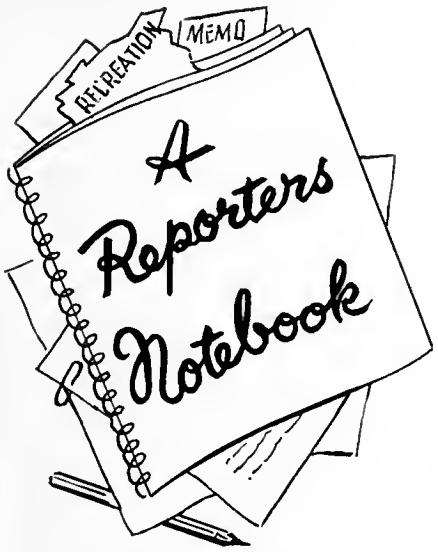
The park and recreation commission and other city agencies, aided in similar fashion by members of other Greek houses, as well as Omaha's citizens, expressed appreciation to the students.

• The *Dramatic Center News*, published by the University of Delaware, has announced that November 7, 1952 is the date which has been selected for the Thirteenth Delaware Dramatic Conference. The university offered during the summer a new type of dramatic training course, The School Dramatic Program, which enabled student teachers, through cooperation with the summer program of the Newark Recreation Association, to work with students of high school and junior high school age in rehearsing and staging one-act plays.

• Still another opportunity for practical experience in administering a professional conference was offered to students at Florida State University last spring, when the NRA district conference was held on its campus. Students met the delegates at trains, bus depots and airports, acted as hosts and handled the registration. Florida's students are not all found on its campus. An open letter from President Miller in the program of last year's Georgia-Florida football game stated that during the past two years, nearly seventy thousand persons had been enrolled through the general extension division of the university. Special courses have been given, among others, to park executives, wild life officers, social workers and recreation superintendents.

• Six weeks of activities in a graduate workshop in community studies culminated in July for fifteen students of Lewis and Clark College, Portland, Oregon, when residents of Oregon City gathered to hear and discuss the tentative conclusions which had been reached. The survey was conducted under the supervision of Dr. H. S. Tuttle, with Dr. Eduard C. Lindeman as co-chairman. One group of students studied the vocational interests and ambitions of ninth graders; the second studied the recreation interests of the same children.

The latter proved to be largely those for which Oregon's outdoor playland provides, but it appeared that less than twenty per cent of the population utilized the city's outdoor recreation facilities. Opportunities for recreation in music, drama and folk dancing appeared to be inadequate. Interviews indicated that ninety-nine per cent of the youngsters earned money for their own clothes and savings, and two-thirds of them wished to enter vocations which require education beyond high school. *Summer Sun*, published at Lewis and Clark College, quotes Dr. Lindeman's comment, "Nowhere do I know of another study so well organized and motivated."



Pretzel Public Relations

"Official Halloween Police Pretzels, Courtesy Your Police Department," said a slip inserted in each cellophane bag containing pretzels, furnished by a local company in Rochester, New York, to the city police bureau—for free distribution to the young folks who were on the streets between 6:30 p.m. and 9:30 p.m. last Halloween. The plan was initiated by Captain Henry H. Jensen, director of the youth bureau and police athletic league, to promote good will and good behavior. Rochester believes it is the first city in New York state to take this step, although it knows of twenty-four other cities in the United States where the plan has been adopted. Seventy-five thousand pretzels were distributed last year.

A Note for Swimmers

The use of the frogman mask, a glass front in a rubber headset, which fits over the nose and eyes of a swimmer, enabling him to see clearly under water, has been forbidden in pools and at beaches of most state and city parks in New York state. The ban was announced after the death by asphyxia of a youngster whose mask had apparently slipped over his nose and mouth, preventing him from exhaling. Use of masks in pools operated by the New York city parks department has never been allowed. Recreation director R. A. Minco, of Buffalo, reported the masks were illegal in that city because of possible injury to swimmers should the glass become broken. Rubber foot fins are also banned.

From NRA Headquarters

The principal address at a conference on aging, sponsored by Passaic County's (New Jersey) Health and Welfare and Tuberculosis and Health Associations, on June 19, was made by Charles E. Reed, manager of the NRA field division. He also took part in the recreation and education workshop.

Facts and Figures

Greens fees at *Detroit*'s municipal golf courses were increased in July, on nine-hole courses from $.50 a person to $.60 and on eighteen-hole courses on weekdays from $1.00 to $1.25 and from $1.25 to $1.50 on weekends and holidays. . . . Almost eight dollars per capita is being expended in *Grand Junction, Colorado*, for public park and recreation purposes. . . . Proceeds of a $200,000 bond issue passed in *Boise, Idaho* will be used for construction of two new swimming pools and the acquisition and renovation of a large pool, now privately owned. . . . Approximately nine acres of open space for one thousand of its ultimate population is being set aside by *Capetown, South Africa*. A suburban estate, purchased by the City Council in 1950, is being developed to include a library, tearoom, swimming bath and park with open-air theatre. . . . The average daily attendance in Schoonover pool, *Lima, Ohio*, during June 1952 was 925, almost double the daily attendance of 485 during June 1951. This year, for the first time, the pool was painted an attractive light blue color.

A Symbol of Peace

No ordinary corncob or imitation Meerschaum is the Baton Rouge High—Istrouma High "Peace Pipe." Unlike the old-time tribesmen's symbol of peace, it can't be smoked, but it is a symbol, nevertheless. Annually since 1935, these two largest high schools in Baton Rouge have clashed with red-hot rivalry on the city's football gridirons, with the victor usually in the running for state honors. Feelings often ran high following the games. A symbol of peace was indicated.

Students of both schools have long been active supporters of the youth program of the recreation and park commission of East Baton Rouge Parish, including the annual football frolic. Recreation officials wished to show their appreciation for this participation by the older youths—with a symbol of cooperation. A bit of the city's history was added. Its name, Baton Rouge, was given to it by an Indian tribe and means "red stick." Thus the Youth Center Peace Pipe trophy was created in 1951.

Carved by an assistant leader at the youth center, from seven layers of oak, its bowl is eight inches high and six inches in diameter. Attached to its twenty-six inch stem is a leather thong decorated with feathers, dyed green and gold for Baton Rouge and grey and red for Istrouma. A small leather tag, signifying the winning team for the year, is chained to the pipe. It is accepted by the captain of the victorious squad from the captain of the losing team at the football frolic, and remains in the trophy case of the winning school until the following year's game is played.

The Istrouma Indians, now state champions, hold it this year, having

taken the game in 1951, thirty-four to six. Four hundred students from the two schools attended the frolic at the youth center to watch the presentation. Above are shown the co-captains of the 1951 football teams.

OCTOBER IS
Red Feather Month
GIVE NOW
Give enough!
THROUGH YOUR COMMUNITY CHEST

Youth Symphony members, San Diego, take part in navy and army projects.

Servicemen

IN MAKING PLANS for your fall and winter recreation program, do not forget the serviceman at the nearby installation who hungers for civilian, off-post activities—the sort of recreation that he enjoyed back in his own home town. (Carefully review your copy of *Off-Post Recreation for the Armed Forces**, and if you have not received this publication, send for a sample copy at once!)

Close cooperation with the special services officer at the installation will be productive of many program ideas, of a clearer understanding of the needs of these men and women—and even of new leadership for your own program. You will find that many of the service personnel are skilled in various phases of recreation and will be only too glad to lend their services wherever they can make a real contribution.

Try to draw service people into your regular activities rather than treat them as a group apart. In addition to welcoming them in your sports and athletics program, make an effort to draw them into new interests—into arts and crafts, music, photography and other such groups, and into your social affairs.

Use the tried and true "exposure method" to catch their interest. For example, set up a craft activity in a conspicuous spot in your center, where anyone entering cannot miss it and where boys from the base will be intrigued by what is going on and can crowd around to watch. Next thing you know, they will want to try a hand themselves. (Be sure to select a project which can be finished in a reasonably short period of time.) Make them feel at home, and encourage them when they make any gesture toward participation, or toward expressing their own ideas. You will find many who have never done anything with their hands, many who will tell you that they have no artistic ability. These are the ones who, if gently lured into trying it anyway, just for "the fun of it" without attracting too much attention, become the most enthusiastic when they actually hold in their hands something which they have made.

Watch for those who are especially skilled, as possibilities for leadership. Put their suggestions into practice wherever feasible.

Use the same method to introduce them to other activities—dancing classes, song fests, music listening groups, games, and so on. As they begin to feel at home, draw them into the group planning.

The following brief reports indicate how some community departments are proceeding with recreation for servicemen and their families.

*Available *free*, from the National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Teamwork

It's the team work in Anniston, Alabama, between the special services officer at Fort McClellan and the superintendent of recreation, that has made civilian-military relations in this area outstanding. The whole range of activities sponsored by the city recreation department has been made available to the servicemen. Teams from McClellan take part in the city leagues. Swimming, golfing, softball and other facilities have been opened to the men. The park and recreation board has assisted in square dancing and other social activities.

Although a servicemen's center was established by the city during the early days of the mobilization program, the response did not justify its continuation. The McClellan men, in the words of General Christenberry, wanted "to meet community people, not just other servicemen."

Music Productions

A cooperative undertaking between a civilian recreation department and a military installation proved highly successful in San Diego, when the park and recreation department and the Marine Corps recruit depot pooled efforts, in April, 1952, to present three free performances of "An Evening With Rogers and Hammerstein" at the Marine Corps depot theatre.

Taking a clue from remarks made at the National Music Council December meeting by Lieutenant Colonel Frank M. Davenport, chief of the army recreational service branch of the army special services division, stressing civic and military joint responsibility for the cultural development of young men and women in the service, the San

in the Community Program

Diegans were able to produce two fine shows for service personnel and one free public performance, all of which were received with popular approval and critical acclaim.

The park and recreation department supplied its famous Youth Symphony, directed by Leo B. Scheer, assisted in publicity and ticket distribution, and saw to it that key figures in the local music field were made aware of the outstanding possibilities of such projects. The marines, through the cooperation of commanding officer Major General William T. Clement (since retired at a higher rank), supplied the theatre, a marine chorus of men and women, a recruit chorus, a group of talented soloists, two guest stars from Los Angeles, and all necessary facilities.

Preparing for the concert was merely one more in a year-around series of activities for the seventy-member Youth Symphony. The enthusiastic high school and college-age musicians enjoyed working with the military artists immensely. The Youth Symphony's active board of directors, representing leading San Diego citizens, plans many more cooperative projects with navy, marine and army units in the future.

General Clement said of the event that it "represents the ideal in cooperative endeavor between civic and military groups in this community," while San Diego's Mayor John D. Butler called the concert another example of the bonds that unite the city and the Marine Corps recruit depot.

The "Evening With Rogers and Hammerstein" is but one of many cooperative projects of the civilian recreation and service groups in San Diego, but it points up particularly the mutual advantages that an undertaking in the cultural field, and especially in music, may have in providing entertainment and recreation for both the public and military personnel. The good will engendered between the city and the marines is an investment with equally long-lasting potential.

Fears Unfounded

When the Oxnard, California, recreation department's community center was first thrown open for the exclusive use of servicemen on Saturday night, there was some fear on the part of local residents that the venture might lead to drinking and questionable conduct. With fingers crossed, the sponsors decided not to have the shore patrol present until it was absolutely necessary. However, Dick Abernathy, local superintendent of recreation, reports that the results have shown that these fears were unfounded.

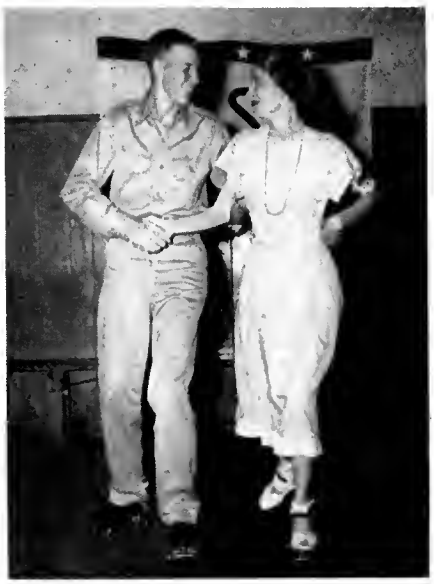
The Saturday night program includes a regular dance plus ping-pong, dominoes, cards, and other recreation games. Volunteers serve as junior hostesses, senior hostesses, receptionists and at the refreshments bar. Women's civic groups provide cakes, cookies, sandwiches and coffee for refreshments. Local merchants contribute door prizes, and entertainment is provided by local talent.

During the week many servicemen attend the recreation department's Light Opera Association, the square dances, leather and ceramic classes and other functions of the department.

Military Personnel and Wives Provide Leadership

The Memorial Youth Center operated by the Roswell, New Mexico, Recreation Council serves the teenagers at the Roswell Air Base through regular teen-center dances. Many of the families of servicemen also participate in other program activities.

Almost all of the leadership at the center is provided by military personnel or their wives, who are paid for such services by the recreation council. The use of qualified service personnel for community recreation leadership has also been reported from a number of communities.



Roller skating is popular teen-age sport. Why not include it in program; invite service people to join group? Check with other agencies, avoid duplication of activities.

Pamphlet Available

Mother, May I Go Out Dancing?—the pamphlet used by the Armed Forces Hospitality Committee in Washington, D.C., for training junior hostesses—is available in quantities to any community recreation department. This is designed to give the hostess concrete suggestions as to what to do, or what not to do, at dances for service personnel. Prices are twenty-five cents per copy in quantities up to nine; twenty cents per copy for ten to twenty-five; and fifteen cents each if more than twenty-five are ordered. Orders should be sent to Recreation Services, Incorporated, Armed Services Hospitality Committee, Room 8, Old District Building, Washington 4, D.C.

Recreation MARKET NEWS

Gymstand Catalog

A sixteen-page catalog on rolling gymstands may be obtained from Wayne Iron Works, Wayne, Pennsylvania. Contained in the catalog are discussions of such features of Wayne Rolling Gymstands as safety codes, maintenance, operation, visibility, space saving, comfort and appearance. Also included is a section devoted to planning aids for gymnasium seating, and sample specifications for ordering.

Shuffleboard

The vacationers' popular outdoor sport—shuffleboard—is coming indoors. The result is a big revival of interest in the game, with many thousands of new enthusiasts, young and old alike, pushing a shuffleboard cue for the first time. A new shuffleboard set manufactured by the Dimco-Gray Company, Dayton, Ohio, is about two-thirds of the regulation size, consists of four lightweight aluminum cues and eight discs, four red and four black. They can be used in any place where there are thirty or more feet of straightaway space on a solid base.

Asphalt tile courts with built-in scoring triangles can be obtained through retail floor covering stores and installed in game rooms and basements. However, a court can be painted on any concrete surface by merely following instructions included with a Dimco-Gray set. The heavy-duty discs, specially treated to slide on asphalt tile or concrete, and the four-foot cues retail at $16.95. Also included with the set are the official rules of the game.

Piano Carriers

"No help needed to move a piano" describes the accomplishments of the Sutherland Piano Carriers, which attach permanently to both upright and grand pianos, to permit quick and easy moving of the instruments by one person, without fear of tipping. Sets for upright pianos consist of castered, all-steel brackets with five-inch rubber tired wheels for front and back piano corners. On the back corners, the bracket arms extend diagonally to permit passage through narrow doors. Complete information and prices may be obtained by writing the manufacturer, J. H. Sutherland Supply Company, 2521 Kansas Avenue, South Gate, California.

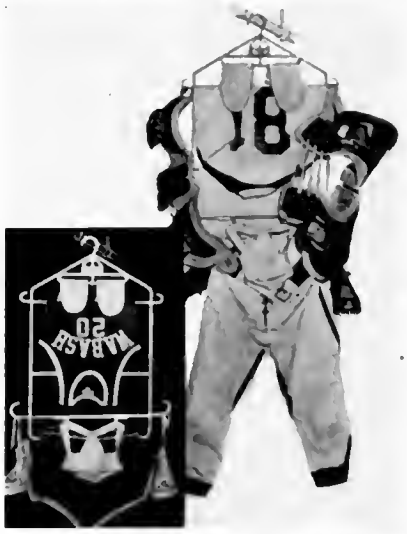
Rubber Plastic Paste

Flex-O-Fix, a pure rubber plastic in a handy six-inch applicator tube, is announced by Flex-O-Fix Sales, 17 North Wabash Avenue, Chicago 2, Illinois. This rubber plastic paste enables anyone to mend, rebuild, seal, insulate and waterproof any type of rubber, fabric or leather products quickly and easily. Waterproof gaskets, washers, and so on, can be made by spreading Flex-O-Fix evenly on a glass surface, allowing it to dry in a sheet and cutting it to the desired size.

In each Flex-O-Fix package there is included a patch of sandpaper and an extensive step-by-step, easy to follow instruction folder on repairing and treating many articles. Retail price for the package is one dollar.

Uniform Hangers

All-American steel uniform hangers which accommodate all of a player's baseball, basketball or football gear in



one unit, and provide open air drying for the equipment, are manufactured by the American Playground Device Company, Anderson, Indiana. These hangers permit efficient handling and longer life for equipment and save storage space and time. Each hanger weighs two pounds and costs $1.45. An illustrated folder containing information on these and other items of dressing room equipment—checking baskets, steel basket racks, lockers, locker room seats, rubber foot baths, cocoa matting, number sets, brass checks and so forth—may be obtained by writing to the American Playground Device Company.

Books Received

AERODYNAMICS FOR MODEL AIRPLANES; also MODEL AIRPLANE ENGINES, Donald K. Foote, A. S. Barnes and Company, New York. $3.00 each.

ART OF THE STORY-TELLER, THE, Marie L. Shedlock. Dover Publications, New York. $2.95.

CHILD'S BOOK OF KNITTING, Edith Jay. Greenberg, Publisher, New York. $1.50.

EMBROIDERY DESIGNER'S SKETCH BOOK, E. Kay Kohler. Pitman Publishing Corporation, New York. $3.00.

FAMILY LIFE EDUCATION IN SCHOOL AND COMMUNITY, Elizabeth McHose. Bureau of Publications, Teachers College, Columbia University, New York. $3.50.

GIRL'S BOOK OF SEWING, Jane Chapman. Greenberg, Publisher, New York. $2.00.

LIFE INSURANCE ASSOCIATION OF AMERICA, PROCEEDINGS OF THE FORTY-FIFTH ANNUAL MEETING. Life Insurance Association of America, 488 Madison Avenue, New York 22.

LITTLE GOLDEN BOOKS: ALL ABOARD, Marion Conger; BUGS BUNNY GETS A JOB, Annie North Bedford; LITTLE GOLDEN BOOK OF DOGS, Nita Jonas; WALT DISNEY'S MICKEY MOUSE AND HIS SPACE SHIP, Jane Werner; Simon and Schuster, New York. $.25 each.

MUSIC THERAPY, 1951, Proceedings, National Association for Music Therapy. Esther Goetz Gilliland, Chicago Musical College, 64 East Van Buren Street, Chicago 5. $3.00.

WOODWORK FOR THE BEGINNER, Franklin H. Gottshall. The Bruce Publishing Company, Milwaukee. $4.00.

SWIMMING POOL DATA AND REFERENCE ANNUAL, 1952. Hoffman-Harris, Incorporated, 425 Fourth Avenue, New York. $3.00.

TRAINING UNRULY BOYS TO EXCEL, Ivan W. Berquist. House of Edinboro, Boston. $3.00.

VITALIZED ASSEMBLIES—TWO HUNDRED PROGRAMS FOR ALL OCCASIONS, Nellie Zetta Thompson. E. P. Dutton and Company, New York. $2.00.

WHERE TO RETIRE ON A SMALL INCOME, Harian Publications, Department E-1, Greenlawn, New York. $1.00.

YOU AND YOUR AGING PARENTS—How to keep your parents happy while living your own life! Edith M. Stern and Mabel Ross, M.D. A. A. Wyn, New York. $2.75.

Pamphlets

COLLEGE UNIONS—1952, Report of Proceedings of the Twenty-ninth Annual Conference of The Association of College Unions. Edgar A. Whiting, Secretary, Association of College Unions, Willard Straight Hall, Cornell University, Ithaca, New York. $1.50.

COMPETITIVE ACTIVITIES FOR CHILDREN. The North Carolina Recreation Commission, Raleigh.

DIRECTORY OF DAY CARE AGENCIES IN NEW YORK CITY. New York City Department of Health, 125 Worth Street, New York 13. Free.

FOLK DANCE MEMORIZER, THE, Fred Leifer. Fred Leifer, Tex Lightning Dance Enterprises, 1583 East 98th Street, Brooklyn 12. $1.

FUN AROUND THE CAMPFIRE, G. S. Ripley. Boy Scouts of America, 2 Park Avenue, New York 16. $.60.

GOOD READING AHEAD! Professional Staff Association, Boston Public Library, Boston, Massachusetts. $.25.

HEALTHY PERSONALITY FOR YOUR CHILD, A. Children's Bureau, Federal Security Agency. Washington 25, D. C. Free.

HI, SQUARE DANCERS!, Kenneth Fowell. Kenneth Fowell, Director of Recreation, Great Falls, Montana, $2.00.

HOW TO MAKE IT, a bibliography, Emma Staudte. Curriculum Laboratory, Teachers College, Temple University, Philadelphia 22, $.50.

INFORMAL GROUPS AND THE COMMUNITY, Hurley H. Doddy. Bureau of Publications, Teachers College, Columbia University, New York. $.75.

LIABILITY FOR ACCIDENTS IN PHYSICAL EDUCATION, ATHLETICS, RECREATION, Howard C. Leibee. Ann Arbor Publishers, Ann Arbor, Michigan. $2.00.

LIFE ADJUSTMENT BOOKLETS: BABY-SITTER'S HANDBOOK, Judy Flander; FACTS ABOUT JUVENILE DELINQUENCY, Ruth Strang; WHAT IS HONESTY? Thaddeus B. Clark; YOUR BEHAVIOR PROBLEMS, O. Spurgeon English and Constance J. Foster. Science Research Associates, Chicago. $.40 each.

MEASURING YOUR PUBLIC RELATIONS, Herman D. Stein. National Publicity Council for Health and Welfare Services, 257 Fourth Avenue, New York 10. $1.25.

MODERN PHILANTHROPY AND HUMAN WELFARE. The Grant Foundation, 1441 Broadway, New York. Free.

"MOTHER, MAY I GO OUT DANCING?" Recreation Services, Armed Services Hospitality Committee, Old District Building, Washington 4, D.C. $.25.

NATIONAL SOCIAL WELFARE ASSEMBLY, ANNUAL REPORT. National Social Welfare Assembly, 1790 Broadway, New York. Free.

OUTDOOR SCHOOLROOM FOR OUTDOOR LIVING, THE, William Gould Vinal. Vinehall, R.F.D., Cohasset, Massachusetts. $1.00.

PLANNING ELEMENTARY BUILDINGS FOR SCHOOL AND COMMUNITY USE, Arthur W. Clavenger. Bureau of Research and Service, College of Education, University of Illinois, Urbana.

PLAYS FOR CHILDREN. The Children's Theatre Press, Cloverlot, Anchorage, Kentucky.

POLICIES AND PROCEDURES. North Carolina Recreation Commission, Raleigh.

POLIO CAN BE CONQUERED, Alton L. Blakeslee. Public Affairs Committee, 22 East 38th Street, New York. $.20.

READINGS IN INTERGROUP RELATIONS. Helen F. Storen. The National Conference of Christians and Jews, 381 Fourth Avenue, New York. $.25.

RECLAMATION PAYS AN EXTRA DIVIDEND. Bureau of Reclamation, United States Department of the Interior. Washington 25, D.C.

RECREATIONAL ACTIVITIES FOR CRIPPLED CHILDREN, Lois Perrin. State Services for Crippled Children, State University of Iowa, Iowa City. $1.00.

RECREATION FOR THE AGING. The North Carolina Recreation Commission, Raleigh.

RECREATION LEADERSHIP, Walter L. Stone and Charles G. Stone. William Frederick Press, New York. $2.00.

REPORT ON BOARDS AND COMMISSIONS IN COUNCIL-MANAGER CITIES WITH PARTICULAR REFERENCE TO DES MOINES, A. Corbett Long. The City Council of the City of Des Moines, Iowa.

REPORT OF THE COMMITTEE ON FUTURE PROGRAM AS ADOPTED BY THE NATIONAL SOCIAL WELFARE ASSEMBLY. National Social Welfare Assembly, 1790 Broadway, New York 19. $.50.

RHYTHMICAL MOVEMENTS AND EXERCISES, James S. Nicoll. Banks, Upshaw and Company, Dallas. $2.50.

SCHOOLS RESPONSIBILITY IN RECREATION, THE. Michigan Inter-Agency Council for Recreation, 400 Bauch Building, Lansing 23, Michigan.

SCORER'S HANDBOOK OF THE AMERICAN BASEBALL CONGRESS. American Baseball Congress, Youth Building, Battle Creek, Michigan. $.15.

SEATTLE PLEASURE BOAT MOORAGE. City Planning Commission, Seattle.

SINGING IS THE THING. Association Press, 291 Broadway, New York 7. $.50.

SKIT HITS, Helen and Larry Eisenberg. Helen and Larry Eisenberg, 2403 Branch Street, Nashville, Tennessee. $.75.

SOCIAL AGENCY BOARD MEMBER INSTITUTES. Harleigh B. Trecker. Community Chests and Councils of America, 8 West 40th Street, New York 18.

SONGS TO SING WITH RECREATION INSTRUMENTS. Irving Cheyette and Albert Renna. Theodore Presser Company, Bryn Mawr, Pennsylvania. $.60.

STRENGTH FOR THE LONG RUN, Charles E. Wilson. Superintendent of Documents, United States Government Printing Office, Washington 25, D.C. $.35.

STUDY OF STATE RECREATION IN CONNECTION WITH FEDERAL RESERVOIRS. The Council of State Governments, 1313 East 60th Street, Chicago 37. $1.50.

WATERLINES, KEY TO DEVELOPMENT OF METROPOLITAN LOS ANGELES, Charles W. Eliot and Donald F. Griffin. The Haynes Foundation, 2324 South Figueroa Street, Los Angeles 7. $.25.

WEARING O' THE GREEN, Arthur LeRoy Kaser and others. Baker's Plays, Boston.

WHEN YOU ARE IN THE WOODS, Fay Welch. State University College of Forestry, Syracuse, New York. Free.

YEAR BOOK 1950-51. Part I. National Jewish Welfare Board, 145 East 32nd Street, New York 16.

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San Francisco's Sunset Community Center, Paul Opperman.

July 1952

"Soft" Playground Surfacing, K. N. Cundall.

BEACH AND POOL, *May 1952*

The Gunite Method, Roy W. Killingsworth and John D. Hall.

A Voluntary Certificate of Competency.

Bathing Suit Disinfection.

June 1952

Low Cost Design in Municipal Swimming Pools, Hugh M. McClure.

For Sparkling Water Eliminate Algae, William Berens.

Suggestions for Effective Beach Operation, Mark L. Rennert.

July 1952

Swimming Pool Design for Better Health and Sanitation, A. Matheis.

Playground Equipment Boosts Swimming Pool Patronage, William J. Duchaine.

Testing Pool Water for Quaternary Ammonium Compounds, F. R. McCrumb.

August 1952

New Resuscitation Device.

Pool Filter Installations, Jean C. Likens.

A Swimming Pool Classification Program, R. S. Jacobson.

Swimming Pool Design, Part II, A. Matheis.

CALIFORNIA PARENT-TEACHER, *June 1952*

The Pied Pipers of 1952, Eugene C. Peckman.

Family Fun in Summer, William Frederickson, Jr.

For Safe Playgrounds, K. N. Cundall.

CAMPING MAGAZINE, *June 1952*

Spiritual Values in Camping, Lowell B. Hazzard.

Goals for Camp Administration, Austin A. Schuck.

JOURNAL OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION, *May 1952*

Summer Recreation by Popular Demand, George M. Stuber.

Archery Safety Rules, Myrtle K. Miller.

Sport Fans Are a Menace, Sidney W. Rice.

A Close-up of School Camping, George E. Raab and J. Kenneth Shotts.

New Recreation Leaders Meet Their Career, Jackson M. Anderson.

Hospital Recreation Is Unique, B. E. Phillips.

PARENTS' MAGAZINE, *June 1952*

Competitive Sports: Menace or Blessing, Jack Harrison Pollack.

July 1952

Make Your Yard a Playground, D. W. Preston.

PARK MAINTENANCE, *May 1952*

Bruised Kiddies Lead to Rubber Research.

Urge to Destroy Is Tremendous Cost Factor in Parks, Frank V. Faulhaler.

June 1952

Operation Cleanup, Louise Price Bell.

Concessions that Follow the Crowds, Helmer Stark.

Crabgrass Dies, W. E. Zimmerman.

PARKS AND RECREATION, *May 1952*

Interpretation of Parks Through Use of Visual Aid Materials, H. Raymond Gregg.

Survey on Surfacing Under Fixed Apparatus.

Expanding Facilities Through Negotiations, Lawrence W. Helgesen.

The Maintenance Mart.

June 1952

Nature Museum a Natural, Arnold Peterson.

Outdoor Education in Ohio, Harvey S. Cross.

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Suppose Disaster Strikes, Vernon M. Dean.

Of a Ball and a Tree, Ernest V. Blohm.

America's First Play Sculpture at Oakland, Stanley L. Smith.

A Day at Camp, Milton Hagen.

The Maintenance Mart.

THE SCHOOL GOVERNMENT CHRONICLE (London, England) *May 1952*

The Crafts and Personal Growth, Mrs. E. W. Woodhead.

TODAY'S HEALTH, *June 1952*

You're Never Old When There's Something to Live For, Marc H. Hollender, M.D., and Stanley A. Frankel.

The New Lifesaving Method, Howard Caxter.

August 1952

Camp for the Crippled, Witt.

Be Healthy, Go Hostel, B. G. Newhoff.

Books are the quietest and most constant of friends; they are the most accessible and wisest of counsellors, and the most patient of teachers.

—Charles W. Eliot

new Publications

Covering the Leisure-time Field

Creating an Industrial Civilization

Edited by Eugene Staley. Harper and Brothers, New York. $4.00.

Creating an Industrial Civilization records in descriptive and narrative form the proceedings of the Corning Conference, held at Corning, New York in May, 1951, under the joint sponsorship of the American Council of Learned Societies and The Corning Glass Works, to consider the place of human values in a world increasingly dominated by the products of mechanical technology. Burton Crane describes the conference well in his *New York Times* review when he states that "the ninety-five educators, editors, artists, architects, industrialists and ethnologists who gathered there (for what must have been a college 'bicker session' on a stratospheric level) appear to have agreed that our conflicts lead to our dynamic way of life."

As one of the four round-tables into which the conference was broken down was dedicated to Leisure and Human Values in Industrial Civilization, the recreation profession may well wonder why no representative of the recreation movement was invited to participate. Perhaps we have not yet achieved "stratospheric" standing in the eyes of the sponsors. On the other hand the discussion on leisure may have values for recreational leaders largely because it was an unrehearsed discussion with no attempt to influence or guide it on the part of a recreation person.

Judging from this report of the conference the discussion did not give adequate coverage to the field of leisure, the significant part which it plays today in our whole social structure and the extent to which it will determine our social organization of the future. Its value to recreation is largely one of revealing to recreation leaders what the lay attitudes and lack of knowledge and understanding are, which the movement must meet and in some instances work to change.

Included in the report is a "background paper" on "Leisure in Industrial America" circulated in advance of the conference for use of those participating in the leisure round-table. It was prepared by Reuel Denney and David Riesman of the University of Chicago and co-authors of *The Lonely Crowd*. This is a most significant and penetrating analysis of leisure problems today and their importance to our society. It should be read by every recreation leader in the country. It is stimulating professional reading.—*Arthur Williams*, Assistant Executive Director, NRA.*

All Through the Year

Florence O'Keane Whelan. Hall and McCreary Company, Chicago. $1.50.

This is a collection of songs, with words, melodies and piano accompaniments, built around the natural activities of children. The tunes are original in some cases and traditional or folk themes in others, but all are simple and should be appealing to the young ear. There are songs about trains, airplanes, the grocery store, the postman and, of course, animals; about mother, health and going to school; about the holidays of the year; about rain and snow, skating and skipping—usually with indication of appropriate rhythmic response. The book is in heavy paper covers, with ring binding to insure flat pages when opened. Illustrations of animals and of children at play add to its attractiveness.—*Gertrude Borchard*, Correspondence and Consultation Service, NRA.*

Folk Dance Guide

Paul Schwartz, Box 342, Cooper Station, New York 3, New York. $.50. (Second edition.)

Comments on the growth of folk dancing in American society are followed by a brief directory of the folk dance and square dance clubs in Anchorage and Fairbanks, Alaska; Chicago, Illinois; Lynn, Massachusetts; West Caldwell, New Jersey; New York City; and Philadelphia, Pennsylvania. A short bibliography of textbooks and periodicals is included.

The Manual of Corporate Giving

National Planning Association, Washington, D. C. $6.75.

This 398-page handbook, edited by Beardsley Ruml, chairman of the NPA Business Committee, in collaboration with Theodore Geiger, NPA chief of research, presents, for the first time in readily accessible form, the practical do's and don'ts for use in planning business contributions under the five per cent tax exemption privilege of the Internal Revenue Code.

H. Christian Sonne, chairman of the NPA board of trustees, has urged corporation officials to plan carefully their programs of corporate giving for educational, scientific and welfare activities. This work is mainly concerned with explaining the specific ways in which gifts can be made to yield the maximum benefits both to the recipient and to the donor.

The Manual pools the suggestions of the editors and of twenty-four other distinguished authors—each of them either an experienced donor, an expert in one of the main fields to which corporations make gifts, or a recognized authority on the legal and administrative problems involved in organizing and operating a five per cent program.

Mr. Sonne said that NPA's purpose in issuing *The Manual* "is not to argue the case for corporate giving or to plead the needs and merits of any field of activity or type of recipient organization." He explained that it is to provide objective advice to the corporate donor who has already decided to give. "Our interest in the five per cent, and how it is spent, springs from the conviction that the maintenance of private educational, scientific, and welfare organizations and activities is vital to the continued health of our democracy. More private support of

* National Recreation Association.

such activities is imperative today when private institutions are increasingly confronted with the dilemma of fixed incomes and rising costs . . . Moreover, an important benefit of adequate private support is that it will preserve and strengthen local decision-making and control so vital to the maintenance of effectively functioning democratic institutions in our country."

Community Services for Older People

Wilcox and Follett Company, Chicago. $3.00.

Prepared by the Community Project for the Aged of the Welfare Council of Metropolitan Chicago, under the auspices of the Wieboldt Foundation, this study presents *The Chicago Plan* for research and recommendations on the needs of the elderly. Joseph Prendergast, executive director of the National Recreation Association, says, "Its analysis of recreation needs and services and its recommendations for expansion of recreation programs for this group appear to me to be sound and should be stimulating and helpful to communities throughout the country . . . "

Whole World Singing

Compiled by Edith Lovell Thomas. Friendship Press, New York. $2.75.

This little book of songs is dedicated to the spirit of brotherhood among all peoples, and is directed especially to the children and youth of today. It includes words, music and piano accompaniment for nearly one hundred songs from America, England, France, Ireland, Sweden, China and Japan, and some thirty other countries, with brief descriptive and historical notes. There are Indian, Jewish and Tyrolean songs; songs of summer and harvest; of work and play; of feasts and holidays; folk songs, sacred songs, songs of friendship, of home, and of youth. Illustrations introducing the different sections are attractive.

Stories to Dramatize

Winifred Ward. Children's Theatre Press, Anchorage, Kentucky. $4.75.

Have you been wishing you knew more about progressing from story telling to story dramatization? Here's your answer—a book of stories and story outlines, divided into age groupings, and containing most of the beloved tales of childhood. Miss Ward's comments on each add flavor and color.

The chapters on objectives, choice of stories, and techniques will be valuable to any leader who understands the inherent values of informal drama. The chapter on integrated projects is a happy thought. A bibliography and a well-organized index add to the usefullness of this excellent book.

Handicraft

Lester Griswold, Colorado Springs, Colorado. $4.00.

Lester Griswold has been a leader in the craft field for many years. He has always practiced sincere and honest craftsmanship and has been a leading exponent of good design in the crafts.

The new ninth edition of his book, *Handicraft*, reflects these fine qualities on every page. It is a clear, simple and instructive book that should be on the bookshelf of everyone interested in crafts.

To make the crafts easy to understand, he includes many drawings, diagrams and photographs. These are happily placed so that all the steps in a process are on the same page, a presentation which is of great help to the beginner. He can see at one glance all the steps involved in the process.

Here you will find easy-to-understand directions in ceramics, weaving, cord weaving, leather, metal, woodcarving, woodwork, basketry, bookbinding, fabric decoration, plastics and lapidary. The basic principles and processes are clearly given so that even the novice can learn these fascinating crafts. Each is presented in a logical manner, with true knowledge of fine craftsmanship and design.

Leathercraft is given the greatest amount of space—one hundred thirty pages. All the techniques of this interesting craft are explained.

Next amount of space—eighty pages—is given to metal work. Processes for hammering, raising, piercing, etching, chasing and enameling are shown in copper, pewter, silver and aluminum.

Woodworking is explained in fifty-six pages. Here will be found directions for carving, inlay, furniture making and the making of archery equipment.

Forty-nine pages deal with weaving of various types, especially that of the western Indian; while forty-five pages are devoted to explaining interesting methods of preparing clay, handbuilding, throwing, casting, decorating and firing, as well as how to build a kiln.

The remaining crafts are given a lesser amount of space; however, each is presented in a practical manner.—*Frank A. Staples*, Director of Arts and Crafts, National Recreation Association.

Do It Yourself! Tricks, Stunts and Skits

Bernice Wells Carlson, Abingdon-Cokesbury Press, New York. Cloth, $2.00; paper, $1.35.

Written for the grade school age-group, this book contains scores of "life-of-the-party" tricks, with which to amuse and confound other young party-goers. Many group games are described in easy-to-understand style, and there are seventeen skits of varying types. This is a party stunt book which youngsters themselves can use easily, but it can also serve as a handy guide for parents or leaders who need to increase their repertoire of party program ideas.

A Garden We Planted Together

Prepared by United Nations Department of Public Information. McGraw-Hill Book Company, New York. $2.00.

Trygve Lie, in a foreword "to the children of the world," calls this book "a primer of the works and aims of the United Nations." It shows children of many nations working to create a garden, only to discover that they, too, needed to study and plan, work and share together to make it beautiful. A United Nations Filmstrip of the same name is also distributed by the publisher.

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	Tulsa, Oklahoma October 27-30	George M. Taylor, Director of Recreation Tulsa Park Department, Board of Park Commissioners
	Wichita Falls, Texas November 10-13	Albert B. LaGasse, Superintendent of Recreation and Parks
	Brownwood, Texas November 17-18	Mr. William Brown, Superintendent of Recreation, City Hall
	San Angelo, Texas November 20-21	Mr. Neil McDonald, Chairman of the Youth Center Board, c/o Insurance Agency, Naylor Hotel
	Enterprise, Alabama December 1-4	Superintendent of Schools
	Columbiana Shelby County, Alabama December 8-11	W. W. Elliott, County Superintendent of Schools
	Butler County, Alabama December 15-18	County Superintendent of Schools
ANNE LIVINGSTON Social Recreation	Brunswick, Georgia November 6	Georgia Recreation Society
	(Mrs. Livingston will be on leave of absence during most of this period)	
MILDRED SCANLON Social Recreation	Pocatello, Idaho October 13-16	John A. Clark, Recreation Director, East Center Street
	Pittsburg, Kansas October 20-23	Miss Charlotte N. Robinson, Instructor of Health and Physical Education, Kansas State Teachers College
	State of Vermont October 27-November 7	Mrs. A. O. Brungardt, Vermont Director of Recreation, Montpelier
	Myrtle Beach, S. C. November 10-12	South Carolina Recreation Conference
FRANK STAPLES Arts and Crafts	Klamath Falls, Oregon October 6-10	Robert E. Bonney, Superintendent of Recreation, City Hall
	Redding, California October 20-30	Merritt A. Nelson, Superintendent of Recreation, Redding Area Recreation Department, City Hall
	(Mr. Staples will be en route east. If interested in open dates on his schedule get in touch immediately with Charles E. Reed, Manager Field Department, National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.)	
GRACE WALKER Creative Recreation	Governor's Conference Montpelier, Vermont October 20	Mrs. A. O. Brungardt, Vermont Director of Recreation
	Wadesboro, North Carolina October 27-30	Mrs. Dorothy P. Goodson, Supervisor Negro Schools of Anson County
	Durham, North Carolina November 3-6	Irwin R. Holmes, W. D. Hill Community Center, 1308 Fayetteville Street
	Asheville, North Carolina November 10-20	Mrs. Lucy Herring, Supervisor of Negro Schools, 91 Broad Street
	Niagara Falls, New York December 1-4	Myron N. Hendrick, Director of Recreation, Department of Parks and Recreation

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, content of course, registration procedure, and the like, communicate with the sponsors of the courses as listed above.

Hints and Helps for the Fall Holidays

Material to aid you in your planning for Halloween and Thanksgiving celebrations is available from the National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Halloween

All Set for Halloween (P 10)—Large-scale, outdoor suggestions and smaller-scale, indoor ideas . . . . . $.15

Bring On Your Spooks (MB 1949)—Suggestions for decorations and games . . $.10

Community Celebrates Halloween, The (P 108)—Reports from many cities, with suggestions for the whole community and for neighborhood affairs . . . . . $.15

For a Halloween Party (MB 580)—Games, contests and fortunes for a party . . $.10

Fun for Halloween (P 78)—Party plans include decorations, invitations, pre-party games, active games, quiet games, musical activities, stories, dramatics and a good bibliography . . . . . $.25

Games and Stunts for Halloween (P 113)—Includes a dance, fortune-telling, and so forth . . . . . $.15

Ghosts and All (MB 625)—A party plan $.10

Halloween Gambols (P 118)—A short play in which the host is none other than Mephistopheles, and there are ghosts, goblins and witches . . . . . $.10

Halloween Party for Children, A (MB 1696)—House-to-house party with different activities at every stop along the route $.10

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For a Happy Thanksgiving (Reprinted from RECREATION) — Suggestions for a simple harvest community night consisting of songs, dances and considerable pageantry. Also suggests other possibilities for harvest entertainments and festivals . . . . . $.10

Harvest Home Thanksgiving Party (P 119) — Grand fun for a family celebration . . . . . $.10

Program for Thanksgiving, A (P 120)—Eight tableaux with narrators . . . $.10

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of the National Recreation Association

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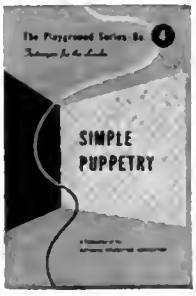

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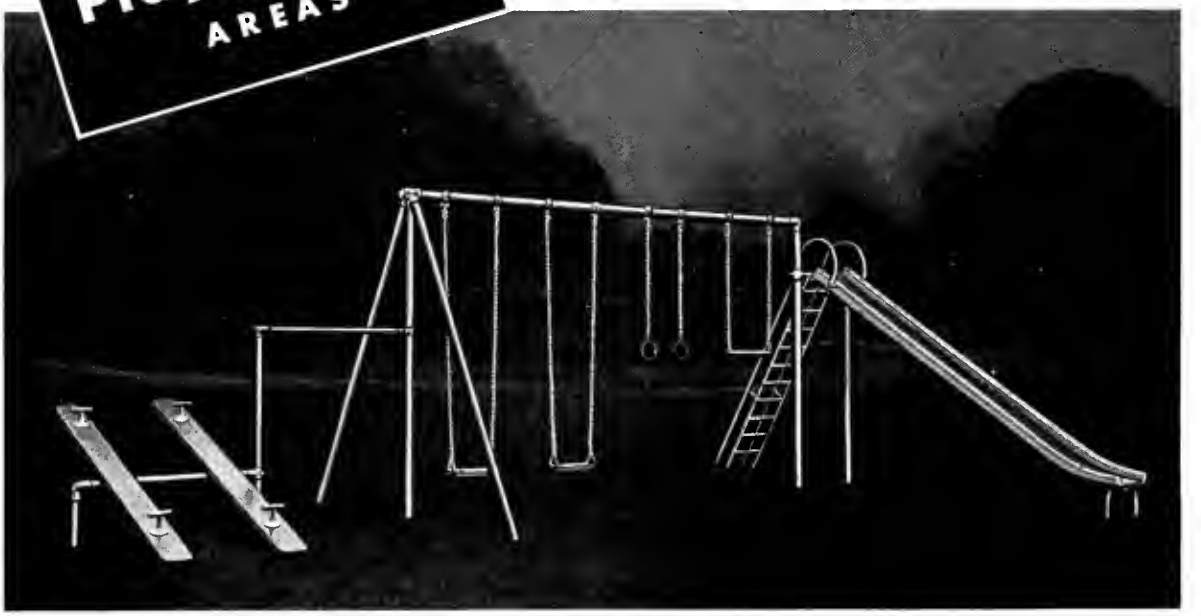

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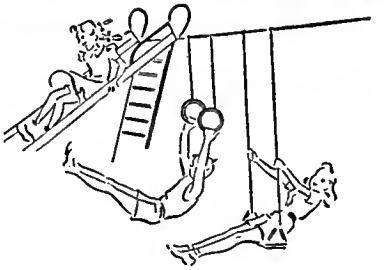

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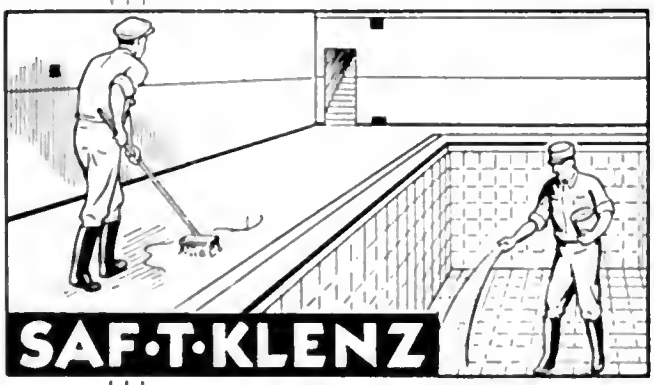

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NOVEMBER, 1952

Recreation*

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Vol. XLVI Price 35 Cents No. 6

On the Cover

"Child of the pure, unclouded brow
And dreaming eyes of wonder!
Though time be fleet and I and thou
Are half a life asunder,
Thy loving smile will surely hail
The love-gift of a fairy-tale."

From Lewis Carroll's *Through the Looking Glass and What Alice Found There.*

Photo by Edward Zychal, Bristol, Pennsylvania.

Next Month

The December magazine will carry the highlights, news and pictures of the 1952 National Recreation Congress in Seattle and a feature article, "Are Highly Competitive Sports Desirable for Juniors?" which presents the conclusions and suggested principles from the report of the national committee appointed to make a study of this subject.

There will also be holiday program ideas for crafts projects, a handkerchief party for children, and decorating tips; and "The Influence of Joseph Lee" in the growth and development of community recreation in Baltimore, Maryland.

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Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Know How to Play?*

Irving R. Murray

Most of us don't. Perhaps we *think* we do; but in point of fact most of us can't. We don't play because we lack the know-how.

That was a tragically deceptive ad in the paper the other day: "Trade in your piano as a down-payment on a TV set," it urged. The rest of the copy made this transaction sound like the first approach to new heights of creative living.

But if the copywriter had been entirely frank with us he must have written: "Trade in your piano as a down-payment on a TV set. You might as well face the fact: you'll never be a musician—you just don't have it in you. Stop annoying the neighbors with 'Chop-Sticks!' The only talent you've acquired through your piano lessons is that of ensconcing yourself at the piano stool. Put that talent to work on your far more comfortable living room sofa! Buy a TV set!"

The salt *has* lost its savor if what we do in the name of recreation is any criterion. We are a nation of spectators, not participants. We don't play; we sit and watch while others play. We are squatters, not players.

It is estimated that twenty-two per cent of a lifetime is leisure time. And what do we do with this twenty-two per cent of our lives? We squander it, most of it. We throw away our most precious hours, the time that is uniquely ours, to do with as we like. So the salt loses its flavor and life becomes not only intolerably dull but frightfully expensive as well. Last year Americans spent over five billion dollars on commercialized sports. Some eighty-five million of us went to the movies each week, to support a Hollywood payroll of more than five hundred million dollars annually.

Why don't we stand on our own feet and cast about for something better—something that we can make with our own hands, out of the design of our own hearts and minds? Why, indeed, do we crawl from the tavern TV to the cinema to the prize ring to the night game and thence wearily home to bed? Invigorated? No! And we take it!

Why?

The beginning of the trouble will be found in the seventeenth century, at which time it was held that work, especially profitable work, is the road to salvation, while pleasure is the road to eternal torment. All such generalizations about an epoch must of course be taken with a grain of salt. Nonetheless it is basically true that the Puritans regarded work—one might almost say they regarded work alone—as virtuous, and thought of the pursuit of pleasure as deceptive and dangerous if not deadly.

The Puritan doctrine of work, more than anything else, built America—crossed the oceans, ploughed the continent, harnessed the rivers, dug the mines, established the factories. It was a necessary doctrine in the seventeenth century and for some decades thereafter. In frontier America men and women had to work from sun-up till sun-down—they had to work every minute of every hour of the day, in order to survive. Moments stolen for play were a flirtation with death, in literal truth.

Now all that is changed. We have margins that permit recreation. The machine and the assembly line, indeed, require it. In colonial America the craftsman found great joy in his work. Let us not deceive ourselves: there is no such joy, no such self-realization in the assembly line. Men must have recreation today. *But Puritanism has such staying-power*—its doctrine of all work and no play, has such a depressing durability despite its manifest irrelevance to our situation—that whether he requires recreation or not, man of today cannot play with a clear conscience. He plays, if at all, with a sense of guilt. He stubbornly insists that play is wicked, that only work can be good.

Perhaps this does add spice to some kinds of play. Alas, as of old the spice trade attracts all kinds of businessmen, some good, some bad, and too many of both! Recreation has been commercialized in industrial America; in part because we find it so hard to believe anything can be good which doesn't make money, and still more because we do not teach the young to make their own fun.

So the Lynds found Middletown "repeating insistently that work is an inherently honorable thing by which other activities are measured; that no amount of labor is sufficient to wrest adequate sustenance from a niggardly environment; that group welfare is measured in terms of money prosperity, and that too much leisure for 'the common man' is to be feared as deleterious to his character and retarding to the welfare of the whole group."

No wonder Arthur Katona warns us: "It is when too much fun is bought and sold, when the market place becomes the hub of recreation, when cold cash replaces warm friendship on the basis of play—that harm is done."†

Nothing is more needful at this time than that we Americans should be re-created, reborn in the love of all that is dear and warm and moving in human nature, renewed in respect for the dignity and the elemental rights of all men everywhere, restored to the faith of democracy confidently espoused and adventuresomely, victoriously pursued. But to be re-created we shall need recreation. We need to be reborn in play, lest the really serious concerns of our civilization perish, for lack of renewal in simple recreation.

Marjorie B. Greenbie has given us

*From a sermon by Irving R. Murray, of First Unitarian Church, Pittsburgh, given at All Soul's Church, New York City.

†From "Let's Have Workshops for Fellowship," RECREATION, November 1951.

sound advice on this score. "Because happiness is so personal," she writes, "there is only one place for a man to begin his search for it, and that is in himself. The doctors of leisure now talk of equipment for the use of spare time, endowments for community recreation, swimming pools, workshops. All these things are good. But the primary equipment for leisure consists in the possession of two eyes, two ears, two hands, and two feet, with the addition of numerous other items such as a heart, a memory, and a tongue—so long as they are all your own, and not mortgaged to any mass interest, mass habit, mass advertising, or mass hooey whatsoever. One can get along with a fraction of this equipment, if one runs it for one's self, for one's own satisfaction. But some personal possessions of this sort are fundamental, and if a man has all the Lord usually provides, he has so much equipment for having a good time that it is a wonder he ever puts himself out to get any more."

What is that but—"The Kingdom of God cometh not with observation. Neither shall they say, Lo here! or, lo there! for, behold, the Kingdom of God is within you."

Self-acceptance—with an amused candor, a chuckling kind of frankness and realism—self-acceptance with humility, not self-humiliation: that is the first requirement of our learning to play.

It is perfectly clear that many of us will not play because we fear to make fools of ourselves. But shall we go on denying ourselves the fun of squash or the violin or carpentry or whatever, just because we are afraid someone will catch us making a mistake? Remember Tom Slade, Roy Blakely and PeeWee Harris of our boyhood books? PeeWee used to say, "Gee Whiz, even Edison made mistakes!" The star, the virtuoso and the master-builder are made by learning from mistakes. Had they been afraid to make fools of themselves they would have remained unknown—and unhappy. There's no way of dodging it: if you're to get any fun out of life you'll simply have to run the risk of revealing to the world at large the fact that you are human, too.

Play helps us give ourselves in fellowship. "In a world that has become a sea of troubles," Arthur Katona has said, "good fellowship in recreation may be a happy anchorage, for its own sake, and as recuperation, so that we may better cope with the sea."‡

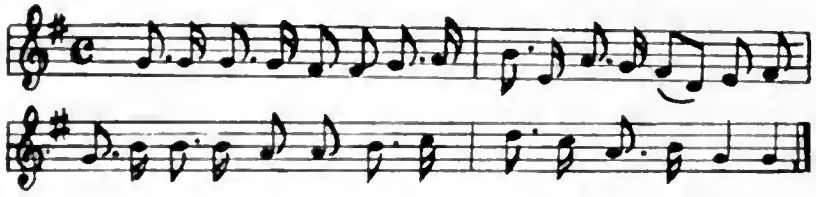
Many believe, indeed, that we are "at sea" precisely because we have lost the arts of fellowship, somehow spilled them out and lost them on the long trek from the European village to the American industrial city.

We must recover them, in play. In some sense we do not know how to play because we have forgotten how to be neighborly. The reasoning, then, is circular, for it is proposed that we regain our neighborliness through playing together, while learning how to play in trusting our neighbors and ourselves with our neighbors.

It is because of this paradox that our situation is so far from hopeless. The paradox is an invitation to play. Come into the circle, then! What game shall it be? You name it! It's all the same, so long as it brings us together.

‡From "Let's Have Workshops for Fellowship," RECREATION, November, 1951.

Scottish Grace



Old English Melody

Some hae meat and canna eat.
And some wad eat that want it:
But we hae meat, and we can eat.
And sae the Lord be thankit.
—ROBERT BURNS

(Sing this as a "round" at your Thanksgiving table.)

This also is called "The Selkirk Grace," for it was first uttered at the table of the Earl of Selkirk in 1793.

"I Hate It"

Sirs:

I get RECREATION magazine but I hate it. It's too damned stimulating. Makes me want to work and I've got enough of that commodity now.

MIKE LEWIS, *Cabell County Recreation Board, Huntington, West Virginia.*

Paraplegic Program

Sirs:

We would very much appreciate receiving a copy of the September 1950 issue of RECREATION, in which an article appeared, entitled, "Square Dancing for the Handicapped," written by Ed Durlacher. This material will prove of invaluable assistance to us in our efforts to further serve our members, all paraplegic veterans.

HARRY A. SCHWEIKERT, JUNIOR, *Executive Secretary, Eastern Paralyzed Veterans Association, New York.*

Literature

Sirs:

We continue to enjoy RECREATION magazine. The articles are more and more interesting, and we are subscribing to it for *all of our centers.*

In our discussion relative to recreation literature at the Congress last year, we spoke of the availability of resource material at training sessions, if you recall. I hope you have been able to increase the number of displays and make these displays known, perhaps through an article in the magazine. I find that people are requesting more help with their recreation problems, and wanting books for reference. Also, the number of training courses where people are stimulated to want more material, is increasing, and thus the opportunities for displays and sales.

Would it be possible for the National Recreation Association to be a central source of supply for recreation material? As it is now, one must order from a large number of sources in order to have a representative library. Frequently all sources of supply are not known. You have a very good contact with people who desire this information, particularly through the magazine.

DOROTHY JONES, *Supervisor, Recreation Centers, Columbus, Ohio.*

Armed Services

Sirs:

The February 1952 issue of RECREATION, the National Recreation Association's magazine, carries several articles by members of the Special Services Division, Office of the Adjutant General, Department of the Army. It would be appreciated if we might receive three (3) additional copies of this issue. RECREATION is a splendid publication and is read with much interest by this division.

MAJOR GENERAL WILLIAM E. BERGIN, *Adjutant General, U. S. Army.*

Sirs:

Upon a recent visit to Oklahoma City and a visit with the Community Council, my attention was directed to the reprint of "The Air Force Takes to the Farm," from RECREATION, May 1952. Allow me to commend you and your staff for a job well done. The foreword by Mr. Joseph Prendergast, Executive Director, was so inspiring.

M/SGT. R. P. BODIN, USAF. *Vance Air Force Base, Enid, Oklahoma.*

Boys Clubs

Sirs:

We find RECREATION of great assistance to us in preparing our publication, the *Keynoter*, which goes out to all high school boys throughout the country who are members of Key Club International, service groups sponsored by Kiwanis International.

ELSIE M. FARR, *secretary to J. Frank McCabe, Director of Key Clubs, Kiwanis International.*

A Broadcast

Sirs:

The office of International Broadcasting of the United States Department of State would like to secure permission to make radio use of material contained in the article, "The Handicapped Go Camping," by Marllys Victor, which appeared in the January 1952 issue of RECREATION.

This would be used in connection with our non-commercial broadcasts to and within world-wide areas, exclusive of the United States.

EVELYN EISENSTADT, *International Radio Program Division.*

Water Sports

Sirs:

I have noticed, through the months, an increasing emphasis on water activities in RECREATION. This emphasis is in keeping with national trends. There is much fun to be had on the water and recreation workers will surely "miss the boat" if they don't get aboard the aquatic band wagon. Rowing and canoeing, as sports, are holding their own. Sailing, outboarding and water skiing are growing by leaps and bounds. Hundreds of other water centered activities are popular.

The Red Cross, which limited its certificate courses for years to swimming and life saving, is now offering certificated courses in sailing, boating and canoeing.

Permit me to hand you a vicarious corsage of orchids for the many splendid interest-arousing articles on water sports.

NATHAN L. MALLINSON, *Superintendent of Recreation, Jacksonville, Florida.*

"I Am a Child"

Sirs:

In looking over some past issues of RECREATION, I came across—in the April 1951 issue—"I Am a Child," a poem by Percy Hayward. I like the child-like tone and the simple beauty of this poem and would like to reproduce it, with a picture of our own, for use in one of our college courses, "The Teaching of Physical Edueation in the Elementary School." Can you advise me how I may obtain permission to use this poem with a picture for distribution to our students?

SUZANNE E. SCHROEDER, *Director, Dept. of Physical Education for Women, Beloit College, Wisconsin.*

Things You Should Know . .

▸ THE 1953 MEETING of the National Recreation Congress will be held in Philadelphia, Pennsylvania, September 28 to October 2, with headquarters at the Bellevue-Stratford Hotel.

▸ THE FIRST RECREATION GUIDE, armed forces edition, of the new "American Recreation Guide Series," being issued by the National Recreation Association, is just out under the title, *The Pacific Northwest*, and was on display at the Congress in Seattle. Work is proceeding on the other seven titles of the series.

▸ REPORTS AND PICTURES from the 34th National Recreation Congress will be published in the December 1952 issue of RECREATION. Included in this material will be the report, of the national committee which was appointed to study the subject of the advisability of highly organized, competitive sports for juniors, as amended and approved at the Congress. Reprints of this will later be made available.

▸ TWO ADDRESSES to be delivered by Joseph Prendergast in November are, "Recreation on the March," at the Georgia Recreation Association Conference, St. Simons Island, November 5 to 7, and "The Future of Recreation in the South," at the South Carolina Recreation Conference, Myrtle Beach, South Carolina, November 10 to 12 .

▸ THERE WILL BE A MEETING again this year of the church recreation workshop (See October RECREATION, page 282) under the title "Workshop on Recreation for Leaders in Religious Organizations." This will be held at Spring Mill State Park, November 4 to 13. John Collier, member of the NRA field staff, will represent the association at the meeting.

▸ TWO NEW MEMBERS have been appointed to the National Committee on Surfacing Recreation Areas, by the American Association for Health, Physical Education and Recreation. They are Cecil H. Zaun, Supervisor of Safety, Los Angeles and H. Cecil Moon, Director of Physical Education, Public Schools, Atlanta, Georgia.

▸ EXCLUSION OF NEGROES from municipal swimming pools has been held a violation of the Fourteenth Amendment in Kansas City, where city board of park commissions, an arm of the state and acting under color of state law, refused to admit plaintiffs, Negroes, to municipal swimming pool solely because of their color, and swimming facilities provided by city for use of Negroes were not shown to be substantially equal to those maintained and provided for white persons. It was held that there was deprivation of plaintiff's rights.

▸ AWARDS PRESENTED by the American Recreation Society at its annual meeting during the 34th National Recreation Congress, were special citations to George Butler, research specialist of the NRA, and James E. Rogers, retired NRA staff member, for "distinguished service to your fellow man in the field of recreation," and fellowships to G. B. Fitzgerald, retiring society president, and Ted Banks, president of the Athletic Institute.

▸ RECREATION WAS THE TOPIC of discussion at a number of the sessions of the recent Annual Conference of American Institute of Park Executives, held in Montreal. The 1953 conference will be held in Denver, Colorado, and the 1954 conference in Baltimore, Maryland.

▸ EVER GROWING INTEREST IN RECREATION OUT-OF-DOORS and in the types of recreation experience offered by state parks, is clearly evidenced in the report of the 32nd National Conference on State Parks, held at Custis State Park, South Dakota, in September. Mention is made of the expenditure of large sums by communities, individuals and groups across the country for the purchasing, development and improvement of park areas. Park attendance figures are soaring. Some of the state parks reported that they are receiving too much publicity for the facilities available.

▸ THE GATHERING OF RECREATION EXECUTIVES and experts, at the National Recreation Congress in Seattle, afforded an opportunity for the Puget Sound Study group to benefit from conferences with leaders brought in from other cities, from the special consultation services of the NRA (George Butler of the association staff arrived two days early for this purpose) and from a congress discussion of proposals for the acquisition of park and recreation properties in the Puget Sound region. Related to this is a proposal for a two and one-half million dollar bond issue for parks in King County, and a one million dollar park bond issue in Seattle, to be submitted to voters in the November elections.

▸ A STRAY PIPE was found at the Seattle Congress. Anyone desiring to claim it should write to Bob Gamble, National Recreation Association, 315 Fourth Avenue, New York 10, N.Y.

▸ A TWO-DAY MEETING of the National Committee for the Aged, now numbering about one hundred ninety members, will be held November 15 and 16, in New York City, just following the annual meeting of the National Social Welfare Assembly. Membership of the committee has been drawn from the fields of education, recreation, health, religion, social work and from both major labor organizations.

Special Services

New quotas for overseas recreation personnel recently have been announced. The most urgent need is for women for special service club work in the Japanese area.

Civilian women also are needed for club work in other overseas areas. Women, ages twenty-four or twenty-five, are in demand, too, for club positions at posts and bases in all parts of the United States. Information concerning all special service opportunities may be obtained from the Recreation Personnel Service, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

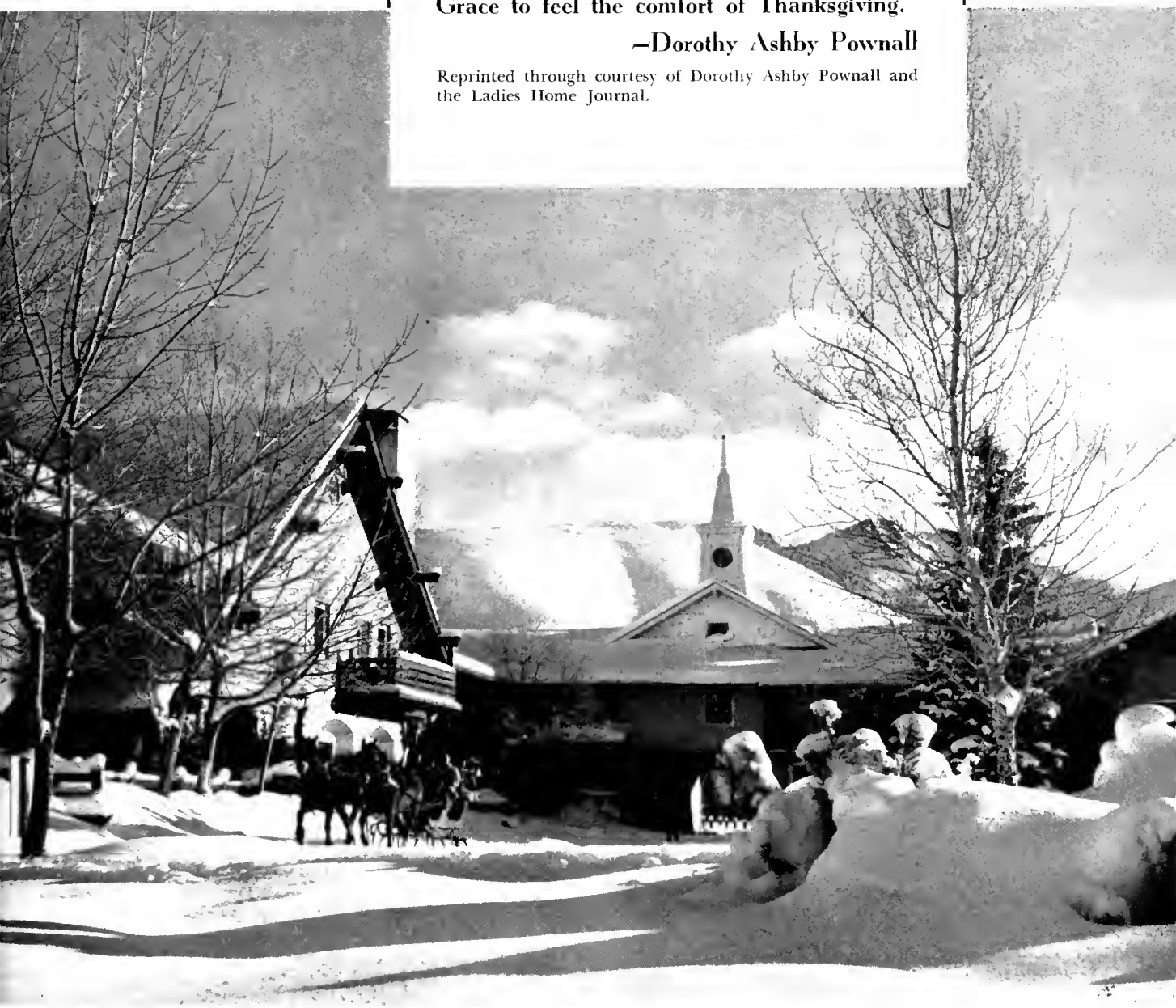
The Spirit of Thanksgiving

On Our Knees

Thanks for these brooding hills, the forest hush;
Houses with lamps alight; a muted song,
And children murmurous at close of day.
Now as we lift our hearts in grateful prayer,
Kneeling, say thanks for shelter and for food,
Safety, and warmth against the winter's cold.
Give us, O Lord, compassion for the old;
Inspire in us the courage to be good;
Vanquish our terror, and let brotherhood
Invade those hearts locked hard in bands of hate.
Now in November grant to all the living
Grace to feel the comfort of Thanksgiving.

—Dorothy Ashby Pownall

Reprinted through courtesy of Dorothy Ashby Pownall and the Ladies Home Journal.



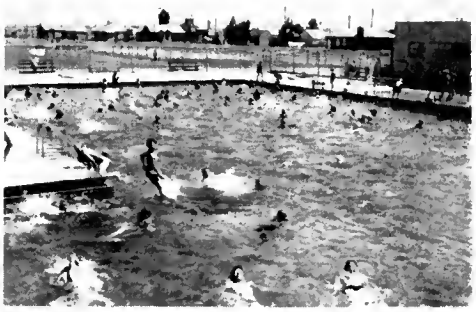
Bathhouse of modern design commands excellent view of the first municipal swimming pool in Columbia, South Carolina. Located in a park near the center of the city, it is lighted for night use. Formal dedication service marked opening of the pool in 1949.

View of one of the new pools in Green Bay, Wisconsin, shows the diving bay at the left. A fence separates wading pool from swimming pool which has underwater and overhead lighting.

THE RECENT ANNOUNCEMENT by the National Production Authority that the ban on the construction of swimming pools will be lifted early in 1953 is reawakening interest in many communities in the development of plans for swimming pools. The pages that follow describe briefly several different types of pools that have been constructed in recent years in widely separated cities of varying populations. This article and the accompanying photographs afford information that may be helpful to localities in deciding what type of pool will best suit their needs.

Columbia, South Carolina

The City of Columbia celebrated the opening of its $200,000 municipal pool in May 1949 with a formal dedication service followed by an elaborate and colorful pageant and aquatic show. Columbia's first municipal pool is located in a park near the center of the city. Nearby is a picnic area, with shelters, tables and dutch ovens, and parking spaces for automobiles.



Swimming unit, Willamalene pool, with L in the foreground. Diving unit is off to the left. The third unit is the children's wading pool.

Construction of *Swimming Pools*

The pool is 165 feet long and 65 feet wide, with a depth of 3 feet 3 inches at the shallow end, graduating to 12 feet under the two one-meter and two three-meter diving boards. The pool has underwater lighting, which is a great addition to lighting effects and for night swimming. The diatomite filters enable the water in the pool to be refiltered every six hours.

The bath house is a modernistic structure located on the third terrace. Colorful beach umbrellas, tables and chairs are found on the second terrace to the left and right of the bath house. A sandbox and spray pool are located on the first terrace for the use of the smaller children.

An average of nine hundred swimmers use the pool daily. The pool is open Monday through Saturday from 10 a.m. to 10 p.m., and on Sundays from 2 p.m. to 10 p.m. Swimming classes are offered both for adults and for children. Each lasts one and one half hours and meets three times a week for two weeks. "Swim for Health Week" was celebrated by providing opportunity for three hundred underprivileged children to enjoy the new pool.

Dallas, Texas

Since World War II the Dallas Park Board has supplemented its three major pools, one beach and thirty-one junior pools, through the construction of four pools in parks located in residential sections of the city. These "neighborhood type" pools as they are called because of their location and method of operation are 35 feet wide on the deep end, 65 feet wide on the shallow end and 105 feet long, ranging in depth from 3 feet to 10 feet. Specifications for this shape pool require eighty percent shallow water, thereby maintaining maximum water usage with a minimum amount of water. The location for such a pool is determined by selecting a park which is located within or nearby a well populated residential area, and which has adequate space outside the immediate pool area for parking, bicycle racks, spectator seats and other neighborhood recreation facilities. Approval of the pool location by residents and property owners in the vicinity of the pool is secured before proceeding with the pool plans.

These neighborhood type pools are constructed without dressing room facilities or suit and towel rental privileges, so the swimmer comes to the pool prepared to swim. Hangers are installed inside the pool area for the convenience of those bringing robes and towels. The only building provided is a small attractive structure housing the main entrance, rest rooms, cashier cage, pump room and machinery. The cashier's cage is so located that a cashier and lifeguards are the maximum personnel needed to operate the pool. The cashier may view the entire pool, as there are no obstructions to any point within the pool area or on the outside leading to the pool entrance; therefore the cashier may serve as the manager or assistant manager of the pool, thereby supervising the pool activities, personnel and operations.

The pool has a recirculating system with a six-hour water purification turnover and is equipped with pressure filters. One three-meter diving board and one one-meter diving board are located at the deep end of the pool. Three lifeguard stands are properly placed around the pool. This pool is also equipped with vacuum cleaners, underwater lights, entrance showers, footsplash, ample drainage in surrounding walkways, and is enclosed by a seven-foot protective chain link fence. The swimming season in Dallas is from the middle of May through Labor Day. Daily hours of operation for the pools are from 8 a.m. to 10:15 p.m. Total attendance in a recent season varied from 46,124 to 62,764 per pool. The pools are built to handle a maximum of eight hundred swimmers daily.

The swimming program includes free swimming lessons

Air view of one of Levittown's swimming and wading pools. The community is served by nine such pools.

in cooperation with the American Red Cross, playground swimming meets and other water activities. Because of the location and convenience, families are encouraged to go swimming in a group and to attend the pool regularly, thereby stimulating interest in swimming and aquatics.

Green Bay, Wisconsin

Two outdoor swimming pools, identical in size and type of construction, were opened in Green Bay in 1950. Each pool has a swimming area 65 feet by 200 feet, plus a diving well 30 feet by 50 feet which is part of the pool and is located along one side, near the deep end. Each also has a wading pool for small children, separated by a fence from the swimming pool, but connected with the recirculation system. Underwater lighting as well as overhead lighting facilities have been installed. The water in the main portion of the pool varies from 2½ feet to 5 feet in depth. It is 2½ feet at one end and 3½ feet at the other, with the deep water in the middle section of the pool. For swimming meets a removable bulkhead is used at the shallow end of the pool in order that there may be a minimum of 3½ feet of water for 50-meter races. Water in the diving pool varies in depth from 5 feet at each end to 11 feet in front of the high board. The pool is equipped with pressure filters and a recirculation system, and has a capacity of 465,000 gallons. The bathhouse, containing lobby and dressing areas, is a concrete and wood structure 42 feet by 144 feet. The filtration plant is in the basement.

Each pool cost $192,642 plus an architect's fee of six per cent, or a total slightly above $200,000. The cost of operating the two pools in 1951 totaled $25,000 or an average of $12,500 per pool for the season. Receipts including season tickets, single admissions and concession income totaled $14,714, or $7,357 per pool. The average number of swims per pool in 1951 was 73,475. Swimming classes are held each morning, Monday through Saturday.

Single admissions vary from ten cents for children under twelve to twenty-five cents for adults; season tickets from two dollars for children under twelve to four dollars for adults.

Levittown, New York

This Long Island community of 17,447 homes, completely built since V-J day, has the distinction of having the most adequate provision of swimming facilities of any city of its size in the country. It has nine swimming pools, or better than one for every 2,000 families, representing an investment of $1,500,000. The pools are identical; 125 feet long, 75 feet wide and a depth ranging from 3½ feet to 12 feet. Each has a capacity of 450,000 gallons. At the shallow end of the pool and separated from it by a wide runway is a wading pool for children, measuring 75 feet by 25 feet.

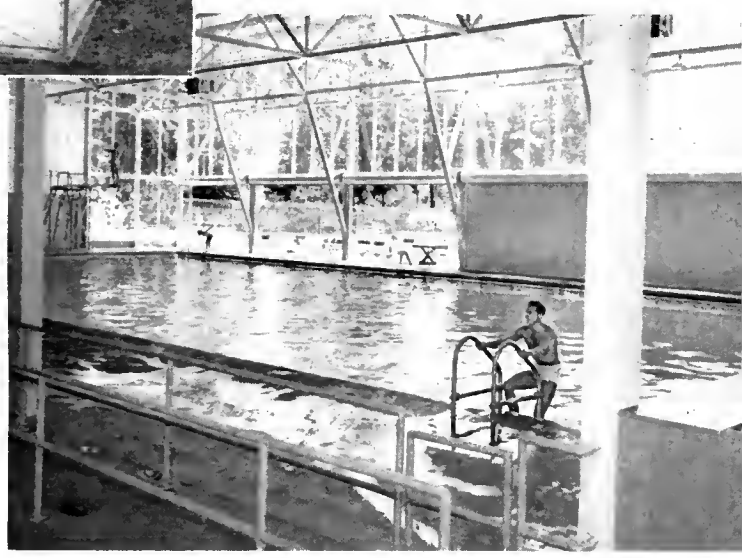
Pressure sand filters are used and the water is recirculated every eight hours. Diving facilities include one high board and two low boards. There are no lights as the pools were not intended for night time operation. Each pool has toilet facilities, drinking fountains, and open cubicles for the storage of sandals, shoes and towels, but no locker room facilities.

The pools operate from 8 a.m. until dark, from Memorial Day (May 30) till mid-September. Throughout the season they are used by an average of 10,000 people a week. Each pool has at least one lifeguard on duty at all times it is in use.

Salinas, California

The municipal swimming pool, opened for public use in July, 1949, was one of the first pools to be constructed that combined indoor-outdoor features. The pool measures 50 feet by 100 feet and is fully enclosed. The exterior is constructed of natural redwood above the poured concrete walls of the dressing rooms. Extensive use of plate glass was made on the south side of the building. Industrial roll-up doors separate the swimming pool deck from a fenced 30 feet by 100 feet concrete sun deck which is outside the

Finishing a neighborhood pool in Dallas, Texas. Four similar ones have been constructed in residential sections since war.



Roll-up doors, adjoining sun deck make Salina's municipal pool an indoor-outdoor swimming center. It was opened in 1949.

building. The entire wall above these doors, as well as a twenty-foot section at each end of the pool, is made up of plate glass panels.

This type of pool has proved to be very satisfactory in this city, which has a coastal fog almost daily during the summer months. Excessive condensation within the building during the winter months necessitated the installation of a dehumidification system.

Springfield, Oregon

The Willamalene Park and Recreation District in 1951 built a triple-unit pool at a cost of $180,000. The largest unit is 60 feet by 120 feet, with an L 15 feet wide at the deep end. A line of buoys extends across the unit at the L, affording an area 60 feet by 80 feet, from 2½ feet to 5 feet in depth for beginners, and an area 40 feet by 75 feet, from 5½ feet to 6½ feet in depth for advanced swimmers and for meets. The second unit is a separate diving pool 40 feet square and 10 feet in depth, with a one-meter and a three-meter board. The third unit, separated by a fence from the others, is a wading pool 35 feet by 60 feet, with water 1 foot in depth.

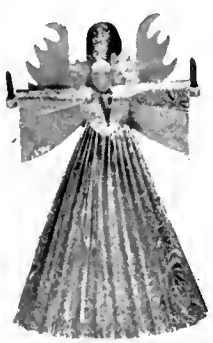
The entire pool is surrounded by a concrete deck 25 feet to 35 feet wide, which is enclosed by a woven wire fence. The pool is equipped with chlorinator and diatromaceous earth filters. The building, housing showers, lockers and water heating and purification equipment is of concrete, trimmed with brick and finished with colored tile.

The pool is open to the public from 1 p.m. to 10 p.m. daily during the summer season with an average attendance of five hundred to eight hundred people. On very hot days it will accommodate fifteen hundred swimmers. A Learn To Swim program is held for ten weeks for Springfield and all the surrounding communities during the summer in the mornings. Last year fifteen hundred children received instruction and this year fourteen hundred took advantage of this free instruction.

The operation of the pool costs approximately one hundred dollars per day. This includes utilities, filter material, the wages of four life guards, one pool manager and three basket room employees.

The income from admissions more than pays for this expense. Charges made are ten cents for children, twenty-five cents for high school students, and fifty cents for adults. A season ticket for children costs three dollars, for high school students, five dollars and for adults, seven dollars and fifty cents. A family ticket, which admits an entire family, costs fifteen dollars. The wading pool is, of course, free.

Friendship Angels



Lovely, golden foil angels, handmade by refugees in the Bavarian Alps, are on sale from the international organization, Friendship Among Children and Youth—proceeds to be used for the benefit of children throughout the world. The gold or silver friendship angels, fourteen and a half inches high, retail for $2.50 (including postage). Fifteen in one box are priced at $25.50 —or $1.65 each. It is suggested that clubs, churches and other organizations may wish to resell these for their own benefit. Order from: Friendship Among Children and Youth, 220 Fifth Avenue, New York 1, N.Y.

REALITY -- Through the Dance

Richard Kraus

The room is a pleasant one, cheerfully decorated, with attractive couches and colorful drapes at the windows. A number of gaily-clad girls are dancing with their partners, as a caller's crisp commands ring out:

Take that lady by the wrist,
Around that lady with a grapevine twist.
Back to the center with a whoa-haw-gee,
And around the gent from Tennessee!

Entering, you might comment, "This could be a square dance anywhere in America, perhaps in a college gymnasium, a church basement or a Grange hall!"

But then you begin to see the grills on the windows, and the aides who stand, alertly watching the dancers; and you notice the men who are not dancing. They sit silently along the sidelines. One of them stares at the floor. Another suddenly rises and begins to argue loudly. Then you realize that this is not an ordinary square dance.

It is a dance being held in a veteran's psychiatric hospital, in the day room of a ward of hyperactive patients. Many of these men are extremely disturbed, some with a tendency toward impulsive violence. And yet square dancing is a regular part of their planned activity program.

This traditional form of social recreation is being used more and more today in America's mental hospitals. Recreation workers are coming to appreciate its unique values, and psychiatric staffs are interested in its possibilities.

To learn just how square dancing can be successfully carried on with mentally ill veterans, let us visit a hospital that has sponsored this type of activity for the past two years—the Franklin Delano Roosevelt Memorial Hospital at Montrose, New York. This huge, recently-built institution sprawls over an attractive, green landscape close to the Hudson River. It has over fifteen hundred patients mostly from World War II; eighty-eight of them are women.

Author Richard Kraus *is assistant professor in education at Teachers College, Columbia University, New York City. The illustrations for this article are his own.*

Martin M. Meyer, chief of recreation, special services, at the Montrose hospital, is eager to talk about his program's use of square dancing. "But first," he says, "let me explain the kinds of patients we work with, since their needs determine the nature of the activity."

"There are four chief categories," Meyer says. "The first is composed largely of World War II veterans who have, in most cases, suffered fairly recent breakdowns. Intensive treatment is given to help them achieve a quick recovery. Various physiological treatments are employed, together with very concentrated psychotherapy.

"A second type consists of hyperactive, extremely disturbed patients. A third category includes patients whose illness is of longer duration. Some have been under treatment for fifteen or twenty years.

"A fourth type of patient is very regressed, often physically incapacitated. It would be useless to attempt this kind of activity with him. But we *do* work with each of the other kinds."

Two kinds of square dance activities are held each week. One is a small ward party, held each Thursday night. The other is a mass square dance, held on Monday.

Thursday Evening Ward Parties

Square dance parties are held for hyperactive patients in the day room of a ward. Eight men participate at a single time. During a typical evening, about sixty per cent

of a ward of forty men will usually take part. Obviously, women partners are needed, to dance with the men. How has this hospital solved the problem?

"We owe a considerable debt to the Montrose Committee of the American Theater Wing," the recreation director is quick to explain. "Under the leadership of Mrs. Doris Marcuse, hostesses have been brought in from the start. Usually they are in the entertainment field; they volunteer their services, as do all those connected with the activity. On alternate Thursday nights, the Carroll Club of New York, a service organization, has brought in hostesses, led by Pat McClarney and Carmen Orestano."

The party follows a formula developed over eight years by the American Theater Wing, combining entertainment, dancing, community singing and conversational mixing, usually in the following sequence:

1. A pianist plays popular music for a short time.
2. A master of ceremonies then introduces an entertainer, usually a girl, who sings for the patients.
3. Hostesses (usually about ten) enter, one at a time, with cigarettes and candy, which they offer the men.
4. The hostesses then ask the patients to square dance. It is very rarely that a patient has the initiative to invite a hostess to dance; when he does so, it is considered a very good sign. Two or three square dances are done.
5. There may be a short stretch of social dancing and community singing. The program is ended quickly, without any lingering good-byes.

The caller who pioneered in square dancing at the Montrose Hospital is Henry Scherer, a square and folk dance teacher from New York City. Both he and his wife have volunteered their services regularly, and their patience, friendliness and careful selection and teaching of dances has helped to bring about remarkable progress under most difficult circumstances. For instance, the forty men in a "hyperactive" ward represent various types, each one offering a special problem to the caller. Some are catatonic, completely mute and motionless, yet capable of breaking out in sudden hyperactivity. Others hallucinate constantly, having visions, gesturing and shouting. Still others behave wildly and boisterously, in order to attract the attention of the hostesses.

In one of the most difficult wards, square dancing was begun by Henry Scherer. During the first session, there was no response at all. Only after several weekly sessions would six or eight of the patients stand and permit their hands to be taken by the hostesses. Their expressions were blank and they did not speak at all—but their rising showed that they wanted to take part in the activity. Even with patients of this type, the caller was able to bring men to the point where they would accept instruction and do fairly involved dances. In addition, Scherer and his wife often demonstrated European folk dances, which the patients seemed to enjoy watching—and which may have motivated them toward dancing themselves.

Monday Evening Mass Dances

On Mondays, the dance is held in the large recreation hall of the hospital. Approximately seventy to eighty guest

hostesses attend, coming from all over Westchester and Putnam counties, and about one hundred and fifty men and women hospital patients. Often there are as many as twenty sets on the floor. The patients come from the first and third categories: those with recent breakdowns who are undergoing very intensive treatment, and those who have been under continued treatment for a long time. Each ward is classified and given a quota, to determine which patients will attend. Doctors select those who will take part on the basis of their social needs and their amount of interest in the activity. The crowd is usually most enthusiastic and anxious to dance.

Starting as a small day room party, this weekly dance has grown steadily, with more and more hostesses attending, in spite of the isolated location of the hospital and poor train and bus connections. The hostesses are supplied by the American Red Cross, the American Legion Auxiliary and B'nai Brith, the Jewish service organization. They are carefully screened for stability, common sense and adaptability, and given a special orientation course by the hospital's psychiatrists, psychologists and recreation specialists. In this course, the following subjects are dealt with: types of patients, how the hostesses should behave, and problems for which to watch.

In regard to the last point, recreation chief Meyer stresses that there has been *no* unpleasant episode of any importance at Montrose Hospital, in the two years that square dancing has been carried on.

Unlike the ward parties, only square dancing is on the Monday night program. While some patients distrust it at the outset, feeling that it is too "hick" or "lowbrow" for them, and while some women patients resent it because it does not give them a chance to primp, it has become exceedingly popular among most of the patients. In the opinion of the recreation director, it has these distinct

values when compared with social dancing:

1. It represents a re-socializing influence for patients who may have become almost completely withdrawn from reality and from contact with others. It is a community enterprise.

2. It means that the patient must take instruction; must listen to the caller's directions and put them into action. In social dancing, if the patient ever knew how to dance, he can carry it on by habit, just through the physical memory. But in square dancing, he must be conscious, and must force his attention on a real situation. All patients cannot do this—but when they *do*, it is considered a real step forward. One of the hospital psychologists has been amazed to see patients following instructions in square dancing when they were completely unable to do so while taking psychological tests.

A wide number of callers have taken part in the dance activities at the hospital. These have included Robert Palmer, a postman and amateur caller from Peekskill, "Tex" Coulter from nearby Connecticut, and Jimmy Yoe, a professional caller who also works as an occupational therapist at the hospital. Others have been the popular Elisha Keeler of South Salem, a woman caller, Penny Braught, and a beginning caller, Joe Beasley, whose careful, slow approach and thorough teaching have achieved an excellent response. In the opinion of the hospital's recreation staff, it is much more important for a caller to be sympathetic, easy-going and patient, than it is for him to have an excellent calling style, or outstanding repertoire. From several of the callers, the following suggestions have been gleaned.

Do's and Don't's for Callers

Let the patients know at once that you are their friend.

Choose material that is simple and easily-learned. It should be lively, but not too strenuous or wild.

Praise men who perform correctly even the simplest movements, but never reprimand them for mistakes.

Never do dances involving kissing, hugging, or actions like mussing hair, tweaking nose, and so on. Keep your dances dignified.

Never assume that the patients remember what you taught them during the last session. Review old figures, and teach all new patterns extremely carefully.

Begin with circle mixers, since withdrawn patients are encouraged to come into this type of formation, rather than with smaller squares. It is less of a challenge to them.

Avoid sarcasm or kidding when talking to the patients: many of them may misunderstand it and take offense.

Let the patients end with a feeling of accomplishment, by doing a very familiar, easy dance—and end quickly! When the dance is over, the hall should be cleared at once, for this is the time when behavior problems are most likely to occur.

A major problem in connection with square dancing in mental hospitals is that of obtaining volunteer hostesses for the men's dancing partners. For instance, the Veterans Administration Hospital at Northport, Long Island, has had a successful and popular monthly square dance program for patients for the past three years, under the direction of E. S. Sheridan, chief of recreation, special services; but, as at Montrose, they are dependent on a sponsoring organization in the community to provide music, callers, and, most of all, volunteer hostesses!

In the Lyons, New Jersey, veterans' hospital, recreation director Philip Cummings states, "While we here at Lyons are highly in favor of this activity for mental patients, we have not yet been able to give it the time necessary to carry it out with any moderate degree of success. With over two thousand patients to serve on a seven day week basis, our present hospital policy is aimed at activities for large numbers of patients."

Obviously, large numbers of patients can only be successfully involved in square dance activities if, as at Montrose and Northport, large numbers of hostesses are brought in by outside community organizations.

Here lies a challenge for the many square dance clubs, associations and federations in America today! If they would organize to provide callers and hostesses for square dance sessions in nearby mental hospitals, they would be performing a wonderful service. They would be bringing an activity that they enjoy greatly themselves to patients who have a real need for it. While this type of project may not be as glamorous or showy as sponsoring huge festivals and jamborees, and while it may involve considerable groundwork and frustration over a period of time, ultimately it will yield rich fruits of satisfaction. The volunteer dancers and callers who have made the Montrose and Northport programs successful will attest to this!

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Kathryn and Dorothy Hardin try the concrete turtle at the Salvation Army Day Nursery in Los Angeles.

Charlotte Battle

A TURTLE *for Ride Slide or Straddle*

SOMETHING NEW in the way of playground equipment is now being used by the children at the Salvation Army Day Nursery in Los Angeles. It is a turtle sculptured in cement. Three and one-half feet from each outstretched leg to the top of its arched shell and four feet from its beaked nose to the tip of its tail, the turtle weighs approximately five hundred pounds. It is an imaginative effort to enliven the types of children's recreational facilities with an oversize animal figure. Patterned after the animals viewed by most children only behind the iron fence at a zoo, such a plaything lends variety to the usual equipment of swings, see-saws and jungle gyms.

Clara Lee, senior sculpture student at the University of Southern California, designed and constructed the turtle. Working in conjunction with the university School of Architecture, which designed the playground, she has constructed a piece of equipment whose primary function is "playability." The total cost of the turtle was only eight dollars—the cost of materials. Miss Lee donated her efforts and her time, which she estimates to have been approximately two hundred hours.

Construction of such an animal appears to be more in the field of engineering than in that of sculpturing. First, however, a scale model in terra cotta clay was made. Then the actual turtle was begun by erecting two steel rods, arched, crossed at the center, and attached diagonally to the corners of a square wooden frame. Another rod was wired to the other two and projected to the front to form the neck and head of the animal. Around and halfway the height of these rods was then placed a circular rod as a base for the turtle's shell. A steel netting laid over the framework provided the base for a jute and cement foundation which was modeled to the general shape of the turtle. Details were added in other layers of cement.

Green cement coloring was mixed in the last cement layer. Also, a reddish-brown coloring was used on lined indentures of the turtle's shell and in its open mouth to lend contrast to the color scheme. Finally, rubbing with carborundum sand paper smoothed out the rough edges and gave a finished appearance to the animal.

The turtle was designed specifically for a pre-school age group of children at the day nursery. Of the mammalian, reptilian and bird forms considered, that of the turtle was chosen as best fitting the needs of the children.

Dimensions of the animal are drawn to suit the sizes of the children expected to play on it. To enable them to crawl under it, the turtle shell is hollow on the underside and raised two feet off the ground by the length of the four legs. Three holes in the shell, one on each side and one at the rear, allow the children to project their heads from the underside of the shell to the exterior. Had playground space not been limited, the turtle design would have been large enough to permit the children to crawl through these holes.

A smooth sliding area is provided by the rounding shell of the turtle's back and supplemented by each of the four legs which extend from under the shell but even with its surface. For riding the animal there is a seat on top of the shell and also convenient footholds made by the two

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During her senior year at Wesleyan College, Macon, Georgia, CHARLOTTE BATTLE *was president of the Athletic Association and a participant in many sports activities. She is now doing graduate work in writing, New York University.*

side holes of the shell. For smaller children the turtle's neck is low enough to provide a straddling seat. So this turtle is a versatile one: it can be climbed, slid down, crawled under, and ridden. Such possibilities were consciously considered in choosing the turtle form as a piece of playground equipment.

However, its zoological accuracy was not ignored in the effort to make the turtle enticing to a group of youngsters. Miss Lee did research in both the zoology department and the Hancock Foundation for Scientific Research of the university before completing its design. Actually it is a combination of species, rather than a Galapagus or Sphargis. Nevertheless, behind its design lies a basis of scientific knowledge and research.

From the playground director's point of view an important advantage of the turtle's design is safety. Every part of the animal is securely attached to the whole. Nothing is movable. No flying trapeze bars, no unbalanced swing seats, no sliding bar rings jeopardize the child's safety. The danger from falling is minimized by the turtle's circular construction, and additional protection is afforded by a sawdust base under the whole form.

The popularity of amusements such as the merry-go-round proves children's attraction to realistic and imaginative animal models. Even an animal such as the turtle, which is often considered ugly in appearance and is rarely domesticated as a pet, can be modeled into an inviting recreational facility. This type of equipment is a stimulant to the imagination as well as an aid to healthy body building. To the child the cement turtle may easily become a gallant steed, a lumbering elephant, a plodding camel. Its novelty may wear off soon, but its fitness to function makes it a perennial favorite with those who know—the children.

A Coasting Chute

H. S. Kennedy

Tables are stacked behind the bleachers.

NO DOUBT OTHERS have found a multiple use for their picnic tables and wooden bleachers. We, on our part, have found our park playground handcraft tables and ten-tier bleachers useful for a snow coasting setup. If put together on a fairly good slope, the "bank" makes a good off-street coasting area. A number of them put together make a platform for our Fourth of July Circus; others have been used by putting a series of them together on end, side by side, to make the backdrop for a bandshell. Each table is 7½ feet long, 2½ feet wide, and stands 2½ feet high. The material for legs is 4x4 and the top is 2x8 planking. The tables are very well constructed, to stand up under heavy weight and hard use.

In the assembling of a snow coasting chute:

1. A ten-tier section of bleachers is set up.

A space is left on one side for the steps.

2. Six tables are stacked in back of the bleachers, two tables wide, three tables high. This forms the starting platform for the coasters.

3. The bleachers are approximately sixteen feet wide, and we leave a space three feet wide on one end to form the steps for the use of coasters in reaching the starting platform.

4. This leaves approximately thirteen feet for the chute, which is made by laying bleacher-seat or footboards lengthwise, with side boards to keep the children from going off the chute. Lattice strips 1″x1¼″ are nailed across the chute to keep the snow from sliding downward.

5. The 2x4's used for side railings, to keep the children from falling off, are the ones used in the fall for soccer and football goal posts. These are not cut, but used as they are for goal posts, which means they can be used year after year for their regular purposes.

We have found, after four years' experience, this coasting facility provides a great deal of enjoyment for the smaller children. It is safe, too, and we have not had an accident to date. Although it does not provide a fast enough ride for older children and adults, we have found it a most satisfactory facility for off-street coasting.

Author H. S. KENNEDY *is the director of recreation in Summit, New Jersey.*

Recreation in a Children's Hospital

Frances Brallier Ewing

● Recreation in Children's Hospital, Pittsburgh, Pennsylvania, has as many angles as the hospital has patients, because each child's play needs and interests help to chart our course in preparing and conducting the recreation program. Needless to say, the primary purpose of our hospital is to treat the illnesses and handicaps of the patients; while through our recreation program we aim to supply the factors which keep the children occupied and contented and, when necessary, ease their anxious moments. We try to follow just as closely as possible the play interests of the "well" child.

A wide variety of illnesses and handicaps are treated in our hospital, such as those falling in the classifications of orthopedic, metabolic, medical and surgical. Space can be provided for 201 patients in wards of different sizes, semi-private and private rooms. The activity provided for them is determined by the nature of the illness or handicap, and it ranges from passive amusement to that of a very active type, such as a lively game of table tennis or a daily outing for the metabolic patients.

The patient's day contains both work and play elements. Those who are able to be taken to the attractive schoolroom spend two hours every morning, Monday through Friday, keeping up with their school work. The children who are unable to be out of bed, but who are able to participate in their school activities, are brought to the schoolroom in their beds. Ambulatory patients and those able to get about in wheelchairs or carts are regular attendants, and those unable to be present are given bedside instruction. The school is under the direction of a very capable teacher supplied by the Pittsburgh Board of Education. She includes in her program a wide variety of interesting crafts.

Our play program is in progress during the children's waking hours. We have several playrooms on the two large ward floors; this arrangement allows the patients to play together in surroundings different from those in their wards or small rooms.

In addition to recreation service for our house patients, a supervised play program is carried on in the dispensary where there are more than forty thousand patient visits yearly. These visits are made to twenty different clinics which are held at assigned periods every week; and it has proven very satisfactory to have someone on hand to keep waiting patients contented.

All of our activities must first be sanctioned by the doctors in charge. It is necessary to check frequently with the head nurse to keep informed of changes which may have been prescribed. Quite often, requests for special attention to certain patients come from the staff and resident physicians.

We have available a wide variety of play materials—toys, games, books, constructive materials—to help us fill the patients' requests and around which we build our play programs. Several types of equipment are indispensable. We have small radios, which we loan without charge for any period of time the child desires, for those who of necessity must be kept alone. Record players and children's albums are in constant use by both individuals and groups. The ceiling projector, and our library of micro-films, has been a blessing many times. A small organ which can be moved about easily, helps provide satisfying and appealing musical programs; and two television sets are available for patients' use.

We are fortunate in having the services of the Gray Ladies, a unit of the American Red Cross. The Children's Hospital unit consists of over sixty active Gray Ladies and we are deeply grateful to them for their generous and outstanding contribution of their time and services. They supply, in a sense, the mother element which is so important in a children's hospital. For the most part their duties are performed in the recreation and education departments, although they do give valuable assistance elsewhere. Among other things, they deliver the patient's mail—a very important detail—and for those who may not have received mail, they select, from a supply of cards which we keep on hand, something appropriate for the disappointed child. They help feed those who are unable to feed themselves, keep the children occupied with games, crafts or any activity requested or with projects which are suggested to them, and carry the full responsibility for conducting special programs. They are constantly

MRS. EWING *is recreation director of the Children's Hospital at Pittsburgh.*

helping, too, to keep play equipment in usable condition and available.

In addition to the Gray Ladies, the student nurses from twenty-one affiliated hospitals are each assigned, for one week of their three-month training period in Children's Hospital, to the recreation department. Every week, from eight to ten new Play Nurses (as the children have christened them) put aside their student uniforms and wear blue smocks which identify their duties. The Play Nurses are evaluated on their service during this assignment the same as on any of their general duty services. Their duties parallel those of the Gray Ladies, although both groups perform several specific duties of their own. The Play Nurses and Gray Ladies are scheduled so that the recreation services extend to seven o'clock, the end of the patients' active day. The Play Nurses are assigned to conduct our dispensary play program. Each student, during her recreation service, is assigned to two nursery school observation periods at Frick School—a Pittsburgh public school. The basic students, those who are engaged in the five-year course at the University of Pittsburgh School of Nursing, work five morning periods with the director of the nursery school. This assignment allows the student to observe the well child at play at the same time that she is working with the hospitalized child.

There are several special program events which the children eagerly accept. Twice a week movies are shown with our own sixteen mm sound projector (each week during the school year the Board of Education supplies us with several interesting films and we add to these from our film library, which consists of cartoons, cowboy pictures, sports and other interesting "shorts" which the children have selected from time to time). Every month brings its birthday party, based upon an appropriate theme for that month, with games, prizes, favors, color schemes and birthday cake decorations all in keeping with the theme. On the day of the party, every child on the ward floors with a birthday during that month is considered a guest of honor and receives a gift, whether or not he is able to attend the party. To any who are unable to actually participate, we take as much of the party as possible. Refreshments consist of punch or ice cream, and birthday cake: several kinds of cakes are necessary to comply with the various diets—regular cake for those on general diets, uniced angel-food cake for the diabetics, and salt-free cake for those on salt-free diets. The Women's Advisory Committee selects from its membership birthday party sponsors, each of whom contributes a given amount to the party fund to permit the buying of refreshments and anything else needed.

The patients have access to a free circulating library service. The children's library contains one thousand volumes, and is conducted by a committee from one of our local women's service clubs as its community service project. Wednesday evening and Saturday afternoon the children may select their books and return those which they have finished. Book carts have been donated so that "the library" may be easily taken to the patients.

Whenever possible, outings are planned for those who may go outdoors. The big events are picnics in the parks, a trip to the zoo, the circus, the flower show or whatever else might present itself. Those who are ambulatory, as well as those who must be wheeled in carts and chairs, make up the party. Frequently strolls around the block are planned for element afternoons.

The special holidays of the year are properly observed; and the children are always very eager to participate in the preparation for all of their various events—which does give the occasion much more meaning. Christmas at Children's Hospital is the most impressive and inspirational experience one can imagine. The children are generously remembered; gifts to suit all ages and fancies arrive to permit Santa to practically empty his pack for every child. Groups of carolers and other entertainers visit the hospital during the weeks preceding Christmas and contribute their talents in many lovely ways. The entire hospital is alive with Christmas spirit—there are many trees and wreaths, and the children select, from Christmas cards, the scenes or figures which they wish the "artists" to reproduce for them, and the windows are painted according to their directions. Our Gray Ladies, nurses, doctors—in fact, all who can sketch or paint—volunteer their services. Each child who is discharged during the week preceding Christmas, receives a gift. This "party" is sponsored by the Junior Social Service Committee. On Christmas Eve, while the children sleep, an appropriately filled stocking is hung on each bed, and the contents keep them busy until Santa makes his rounds.

Easter has its own very special and colorful routine. The Bunny presents each child with a gay Easter basket and a little present. Early in the afternoon each child receives a potted plant from the children of the Sunday School classes of one of our large local churches.

Valentine's Day is preceded by days of activity, making or selecting appropriate valentines for each other and for the family and friends at home. Each floor has an attractive Valentine box which is opened and the contents are distributed during the party.

Halloween is always celebrated with a costume party; those "mummers" who are ambulatory parade and show their costumes to the patients on all of the floors. We have assembled a sizable costume wardrobe and usually they like to design and make their own masks. We find dress-up days very popular with our children.

One of our local garden clubs supplies small individual bouquets during the summer months. Every Thursday is flower day; and shortly after the noon rest hour, during which time the Gray Ladies assemble the bouquets in small vases (previously decorated by the patients), the flowers are wheeled from room to room for each child to select his own bouquet.

The many activities which constitute our recreation program are made possible chiefly through the generosity of our community. Its many organizations and individuals contribute hours of volunteer services as well as actual materials and funds for acquiring the things required to satisfy our patients' play needs. Preparing for and conducting this recreation program presents a fascinating challenge.

Candle Making

CHRISTMAS TIME, particularly, is the time for candlelight, although dining by the light of candles at any time of year strikes a festive, romantic chord with guests. It is a lot of fun to make your own candles for this purpose; and because you can make them any thickness you desire, they will burn as long as you wish. There are many ways to work with wax; and listed below are a few of the most practical. *Materials:* Old wax crayons, candles, paraffin.

1. *Molded Candles* — Caution: When melting wax be careful not to get it too hot or to leave the room, for wax will burn; but if your pot of wax catches fire, put a lid on it immediately and the fire will go out. Wax may also be melted in hot water. Some of the molds that may be used for candles are: paper tubes, jello molds, or drinking glasses. Color the wax with crayon or oil colors. For the wick, soak a piece of heavy string in a solution of ten percent borax, five percent Boraxo and water, to keep it from smoking; then dip in hot wax, and twist. Pour just a little wax in the bottom of the mold, and put wick in. When hardened, hold wick straight while you pour in rest of wax. When set, remove from mold. If stuck, loosen by placing in hot water for a few seconds. Molded candle snowballs and spheres are made by molding two halves without a wick. Weld the halves together with hot wax and make a hole for the wick with a hot icepick or wire.

2. *Frosted Whipped Wax*—Use as outside covering for candles to make them glow. Heat wax until melted and allow to cool until film forms over top. Whip gently with an egg beater until it is foamy. With a fork flip the wax over the candle. Whipped wax may also be colored with pieces of crayon. If thin candles of the long taper kind are made and used for the center, the whipped wax may be thicker, and thus give more glow.

3. *Taper Candles* — Melt paraffin in pan of hot water, pour water in one tall bottle, and wax into another. Prepare a wick as described above, and dip it from the bottle with wax into the bottle of cold water, and back again: repeat, and each dipping will add to circumference of your candle.

4. *Floral decorations around the candles* — Pour colored wax — red for roses, green for leaves, orchid and peach for other flowers—into pans filled with lukewarm water. Take a piece of the soft wax film from the top of the water and cut out petals with knife. Shape and thin out with fingers, and drop petals into cold water until ready to use. When all your petals and leaves are made, fuse these together by dripping wax from another candle as solder, and then affix to the candle. Shapes of petals cut from double strength crepe paper, or other paper, may be dipped in wax for greater detail. Water lilies made in this manner are especially pretty. For thin stems dip twigs or wire into green wax.

5. *Drip Candles*—Set a candle into top of tall soda bottle, and place bottle in saucer. Light candle and let it burn down, and then replace with another; each candle will successively add to drippings around the bottle.

6. *Candles that melt in different colors*—Fill a mold with melted paraffin wax and add numerous small chips of colored crayons and stir. When candle is lighted, these small bits imbedded in it will color drippings as it melts.

7. *Jumbo Candle*

three pounds of paraffin
one foot of heavy cord for wick
double boiler
egg beater
fork, tablespoon, paring knife
decorative accessories
mica snow

Melt one pound of paraffin in double boiler. Set pan on table on newspapers. Dip ends of two quarter-pound slabs of paraffin into hot wax and press together to make one long slab. Pour two tablespoons of hot wax on the wide side of this and press two more pieces on top of it; and half of the candle is formed. Now carve a groove lengthwise down the center of it and place in it the piece of heavy cord, which has been dipped in melted wax and twisted tight. Cement wick in groove with melted wax and add four more slabs in the same way to complete the candle. Set upright and round off corners with a paring knife if desired.

Whip remainder of wax, cover candle with layer of it, and sprinkle with mica snow. Add ribbon and decorative accessories.

This candle may be set on a block of wood covered with wax snow for a base. To make candle glow, carve around wick to a depth of one and a half inches so that flame will be lower than sides of candle at top. This will cause the sides of the candle to light up almost to the bottom.

For taller candles, use a mailing tube or long rectangular box covered with whipped wax with an extension of solid candle on top so that candle may actually be lighted.

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Over-size Christmas ornaments, stylized trees and Santa's sleigh as background for the imaginative characters and ballet in a 1942 holiday production in San Francisco.

Christmas Programs

THROUGH THE YEARS, a community celebration of Christmas has been a yearly major festivity, and in many areas, traditional programs have developed. Some of the outstanding and more novel ones may be of interest or value to other groups who are planning their celebrations for the holiday season.

Christmas carol singing on the steps of the capitol by a chorus of three thousand voices was a feature of the community Christmas celebration in Baton Rouge, Louisiana, in 1945. The program was opened by Governor Davis who sang the first verse of "It Came Upon the Midnight Clear." The sponsors of this evening of caroling were the Baton Rouge Parish and Municipal Recreation Commission and the Inter-Civic Club Council.

Santa Claus had a full program in Louisville, Kentucky, in 1948. Accompanied by Mrs. Claus, Snow White and the Seven Dwarfs and Alice in Wonderland, the genial Christmas character arrived from his Northland home on an Ohio River boat. Scores of small boats with red and green lights formed an escort; and the Jefferson County Playground and Recreation Board arranged a beautiful display of aerial fireworks on the river to herald the approach of the royal party. Every child present at the dock received a personally autographed picture of Santa himself. During the one week stay, Santa visited schools and the sick and handicapped children, held open house daily in his Armory headquarters, answered hundreds of phone calls and letters, and opened his toymaking headquarters, which were under the supervision of his seven dwarf helpers, for inspection by the children of Louisville.

In Los Angeles, a special invitation was issued to new residents to visit the playgrounds during the holidays and get acquainted with their neighbors. The recreation department's girls' camp was opened during the school vacation for three-day outings for eight to sixteen year old girls. Special tournaments, sports contests, hikes, and other indoor and outdoor events were planned to provide adventurous recreation for boys during this school-free period.

Seventy school children were carried on a caroling tour through the streets of the capitol city of our nation, aboard an old-time open-sided street car, in 1946. The car, which was equipped with a bright red piano, was gaily decorated with greenery and Christmas tree lights.

In 1946, at the Skokie Junior High School of Winnetka, Illinois, a holiday program for all races, all creeds was staged by the school community. In one of the sequences of the production, a traditional Hanukkah candle lighting ceremony was presented. In another memorable scene—a tableau of madonnas—several spotlights illuminated various places in the auditorium where, amid backgrounds of greens, madonnas garbed in native costumes representing many lands held their infants in traditional fashion. A chorus of girls in the balcony sang "Sleep, Baby, Sleep"; and the narrator spoke of the universality of the hope signified by the Christmas Child.

One of the highlights of *A Christmas Fantasy* in 1945, a production which combined the planning and efforts of the recreation directors and hundreds of boys, girls and adults from the housing development centers in San Francisco, was the "Wooden Soldier Number." One hundred and twenty-five small boys and girls from toy symphony orchestra groups made their entrance through a huge peppermint stick arch, paraded, sang and played toy symphony selections. Many of the

attractive costumes used in the production were made from worn sheets, donated by the linen rooms of the dormitory projects, which were dyed, designed and sewed by members of the group.

The Museum of Science and Industry in Chicago featured "Around the World at Christmas" as a contribution toward greater understanding among Americans. The program consisted of a series of Christmas observances typical of the peoples which comprise our national heritage. Folk songs, dances, and Christmas dinners were included in the festivities which featured a different nationality group each day from December 1 through December 16, 1945.

In New York City, 1950, the mayor threw the switch which lighted a traditional red and green wreath over the main entrance of the park department headquarters at the Arsenal in Manhattan. The wreath, eighteen feet in

Through the Years

diameter, had a decorative panel in the center depicting the three wise men journeying toward the Star in the East. Park department gardeners made the wreath by ingenious use of a variety of materials such as holly, laurel, pine cones, moss, soft hemlock, evergreens and large clusters of red ruscus more brilliant than holly berries. In all, there were several thousand selected branches of various materials mounted on a wooden frame, braced and reinforced with three-eighth inch steel rods. The weight of the wreath was approximately two thousand pounds.

Boston, in 1923, held a community celebration with song and pageantry on Boston Common. In addition, however, holiday greetings were extended to strangers in the city by cards which were distributed on Christmas morning to all guests at the principal hotels and to members of visiting theatrical companies. The cards bore the following holiday message, signed by the mayor:

> "To the stranger within our gates
> This festive holiday season
> The City of Boston extends
> Hospitable welcome and the
> Best wishes of its citizens for a
> Happy Christmas and a Prosperous
> New Year."

In the Lubbock, Texas, program for 1949, Santa Claus visited private homes where there were sick children. The recreation department handled the phone calls and other notifications of the addresses of the confined tots whose Christmas was brightened by a real visit from Saint Nick.

In one city, carolers visited the railroad stations on Christmas Eve and Christmas Day. They boarded trains during stop-overs, serenaded the passengers with the well loved carols, and presented each one with a Christmas welcome card from the people of the community.

In Redding, California, in 1951, the annual celebration for the first day of the Christmas vacation for school children was held. Sponsored by the Retail Merchant Division of the Redding Chamber of Commerce and conducted by the recreation department, the gala affair consisted of a free movie, a parade of the children to an area containing one hundred progressive party game booths (each one different and gaily decorated). The games were followed by refreshments served by the PTA, an outdoor stage show, and distribution of candy by Santa Claus to all the children present.

Playgrounds in Memphis, Tennessee, in 1930, and other years, held a "Wheeled Contest" during the week after Christmas. The contest was open to all types of wheeled vehicles—bicycles, kiddie cars, toy autos, scooters, and so forth—and included many categories of speed and novelty races for various age groups.

In Salt Lake City, Utah, the ceremony of the lighting of the municipal Christmas tree was heralded by bugle calls played on four downtown main corners in 1925. This announcement was followed by Christmas music played on the chimes of the city clock, an assemble call by Boy Scout buglers, the lighting of the tree and extending of yuletide greetings to the citizens by the mayor, and a wide variety of instrumental and vocal music.

* * *

During the last decade, Santa has arrived in a variety of conveyances to delight the small fry of our cities, towns and villages. His most prevalent current modes of transportation seem to be by helicopter and by airplanes of all sizes and types; however, he has made his holiday appearances in other novel ways in many communities.

A stagecoach carried him into El Centro, California.

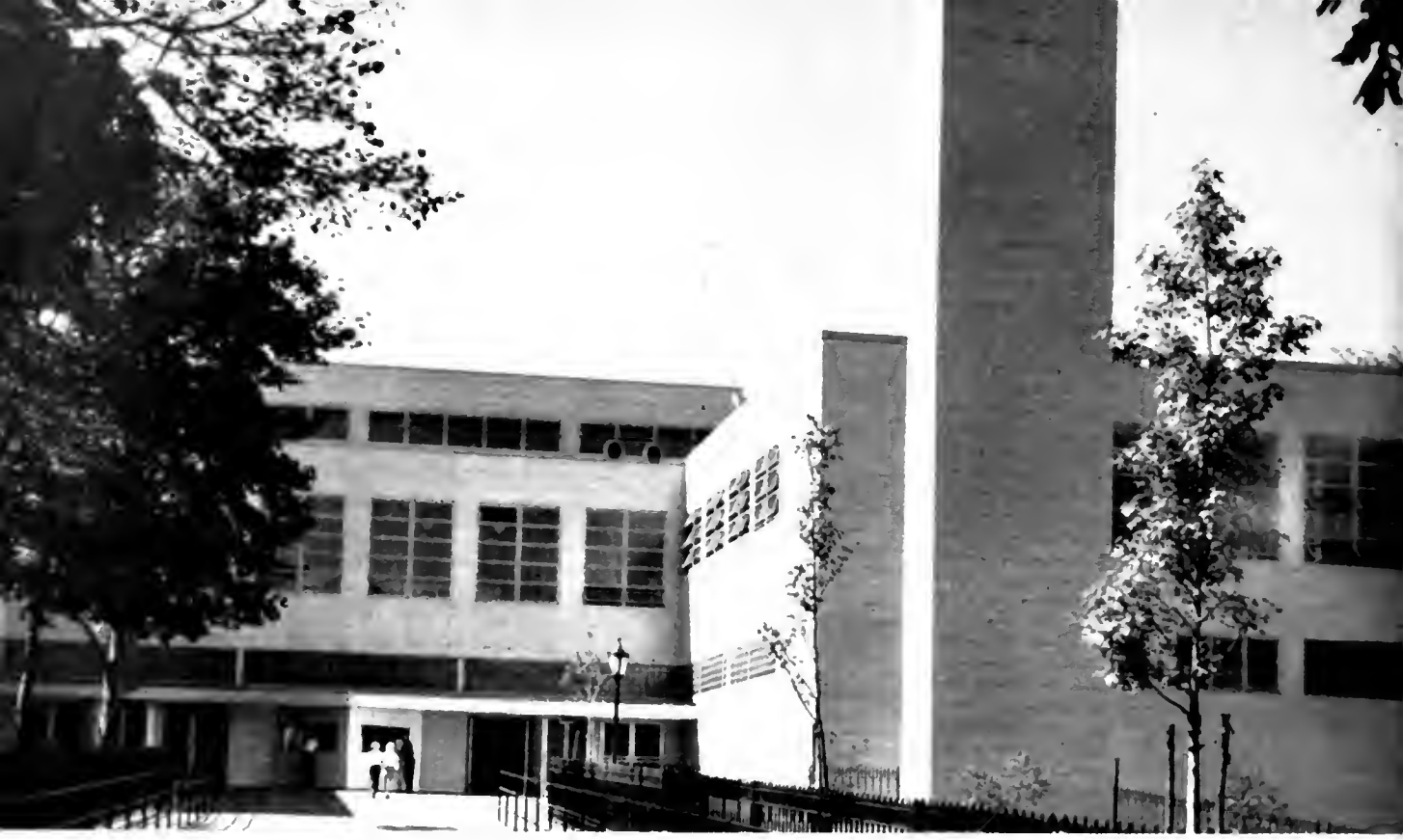
He arrived in a seaplane, escorted by fifteen planes of a United States Marine Reserve squadron, transferred to a speed boat, and thence to his float for a parade through Jacksonville, Florida.

As part of the Christmas regatta, the good gent came by yacht to New Port Beach, California.

In manner as old as the Bible, he rode into Inglewood, California, astride a donkey.

He parachuted from a plane into Augusta, Georgia.

A train replaced his sleigh in Decatur, Illinois, and the children of the city were invited to dress as their favorite story book or Mother Goose characters and join in the parade to escort him from the station to his Christmas Village headquarters in Central Park.



Typical of eight other proposed centers, St. Mary's is a modern brick structure. Cost $1,200,000. First year's registration—38,000.

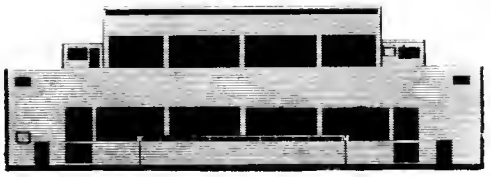
Plans for a large-scale recreation center program have been prepared by the Department of Parks of the City of New York, under the leadership of Robert Moses, Park Commissioner, member of the City Planning Commission and City Construction Coordinator. Strategically located in congested communities throughout the city, new centers will provide all-weather facilities to supplement the city's tremendously expanded park system. During the past eighteen years the park acreage has been doubled, playgrounds have increased fivefold and swimming pools eightfold. The time has now come for indoor facilities to receive equal attention.

The recreation center program has had an auspicuous beginning with the opening, in 1951, of St. Mary's in the Bronx, built at a cost of $1,200,000. Typical of the eight other proposed centers, it is a brick structure of modern design with great banks of windows permitting daylight operation with the minimum amount of artificial lighting. It contains an indoor swimming pool, forty feet by seventy-five feet, a gymnasium, sixty-five feet by eighty-six feet, locker and shower facilities, rooms for games, boxing, wrestling and exercise, music, meetings, arts and crafts, manual training, and domestic science. All rooms are decorated in attractive colors, are efficiently lighted and provide a wholesome environment where children and adults may pursue their recreational interests.

Ramps from the lobby located in the north end of the building lead to the upper floor and contribute safety to building traffic and ease in transportation of equipment. A communication system for announcements and broadcasting special interest programs, to all or selected rooms, is controlled from the director's office in the lobby.

During the first year of operation, St. Mary's Park Recreation Center had a registration of over thirty-eight thousand children and adults. The center is open every day from 10 a.m. to 11 p.m., excepting Sundays when the hours are from 12 noon to 7 p.m. The schedule of operation is:

Pre-School	*Supervised School Groups*		
Age 4-5, accompanied by a parent	*Juniors, age 6-11*	*Intermediates age 12-15*	*Seniors and Adults 16 years and up*
Mondays through Fridays 10 a.m. to 2:30 p.m.	Tuesdays and Thursdays 3 p.m. to 6:30 p.m. Saturdays 9 a.m. to 12 noon	Mondays, Wednesdays and Fridays 3 p.m. to 6:30 p.m. Saturdays 12:30 p.m. to 3:30 p.m. Sundays 12 noon to 3 p.m.	Mondays through Fridays 10 a.m. to 2:30 p.m. 7 p.m. to 11 p.m. Saturdays 1 p.m. to 6:30 p.m. 7 p.m. to 11 p.m. Sundays 3:30 p.m. to 7 p.m.



St. Mary's Park Recreation Center

The scheduled program is flexible to allow the recreation staff sufficient latitude to cooperate with the organized groups and members in promoting any activities they may wish to initiate. A staff of thirty-five employees, each a specialist in his own field, conducts the activities and takes care of maintenance and operation.

Clubs using the center's specially designed rooms form the framework of its recreation program. The Social Club is the first club that was organized and it is first in point of service to the center. Its members assist in the planning of special activities, help newcomers become acquainted, and act as hosts and hostesses at dances and parties. The Newspaper Club publishes a monthly bulletin, "The St. Mary's Star," which keeps everyone informed of events at the center, while special interest clubs include the dramatic workshop, sewing, photography, puppetry, music, mothers' club and four social and athletic clubs for special age groups—senior boys, senior girls, intermediate girls and intermediate boys.

The gymnasium is located on the upper level directly above the pool. It has a regulation basketball court with four extra backstops at the sides. Folding bleachers, with a seating capacity of four hundred, line the two long walls under twin banks of windows. The gymnasium is fully equipped for exhibitions and competitions, with parallel and horizontal bars, buck, side horse, balance beam, climbing ropes, flying rings, high jump standards, and instructor's platform and mats. Groups meet in there for basketball, badminton, folk dancing, acrobatics, tumbling, volleyball, gymnastics, social dancing, calisthenics, wrestling and weight lifting.

Recent special events held in the gymnasium were a weight-lifting competition under the auspices of the Metropolitan Weight Lifting Committee; a gymnastic meet with competition on the parallel bars, side horse, horizontal bars and still rings; the finals of the intermediate and senior basketball leagues; a ten-bout boxing exhibition; and a basketball clinic at which college stars presided.

The swimming pool always attracts its share of recreation center members. Qualified lifeguards and instructors teach swimming, diving and water safety. Built-in bleachers accommodate one hundred and fifty spectators. During the first Anniversary Open House Week, special events in the pool were a competitive meet for boys and girls twelve to seventeen years of age, a water ballet and exhibition of synchronized swimming by the Brooklyn Central YWCA, and a water polo game between West Point and New York State Tech teams.

The boxing, wrestling and exercise room is equipped with a portable elevated boxing ring, striking bags, chest weights, rowing machine, and mats. The boys and young men receive their training here, and a special boxing instructor gives boxing instructions to both beginners and advanced groups.

The manual training room has twelve double work benches equipped with vises and bench stops, woodworking power tools such as band, scroll, and circular saws, sander, jointer, lathe, and hand tools for every type of wood work are available. Instructors are on hand to give lessons on use of the tools and help in the construction of all types of projects.

The arts and crafts room contains sturdy work tables and chairs. The end walls are hung with cork bulletin boards for the display of art work. On the long wall opposite the windows are double tiers of storage cabinets centered by a sink placed in a tiled recess. Tools for every type of handcraft are available. Here members find outlets for creative interests and opportunities to develop new skills in many fields. Sooner or later all members are attracted to this room to sketch, etch, paint in oils or water colors, and for craftwork of all kinds.

The domestic science room has a stove, two large electric coffee urns, refrigerator, sink, storage cabinets for dishes, utensils and cooking supplies and a large storage pantry. All work areas are topped with formica. A dumbwaiter connects with a serving pantry on the floor above where food is served for parties held in the gymnasium. Home economics instructors give classes in nutrition and the purchase of food, meal planning and preparation, and help work out individual cookery problems. Here, too, members help prepare food for parties.

The two game rooms, naturally, are the social centers. They afford mem-

bers an opportunity to make friends through participation in table games, dancing to music from the juke box or conversing with others. In these rooms were formed the nuclei for the various clubs and special interest groups.

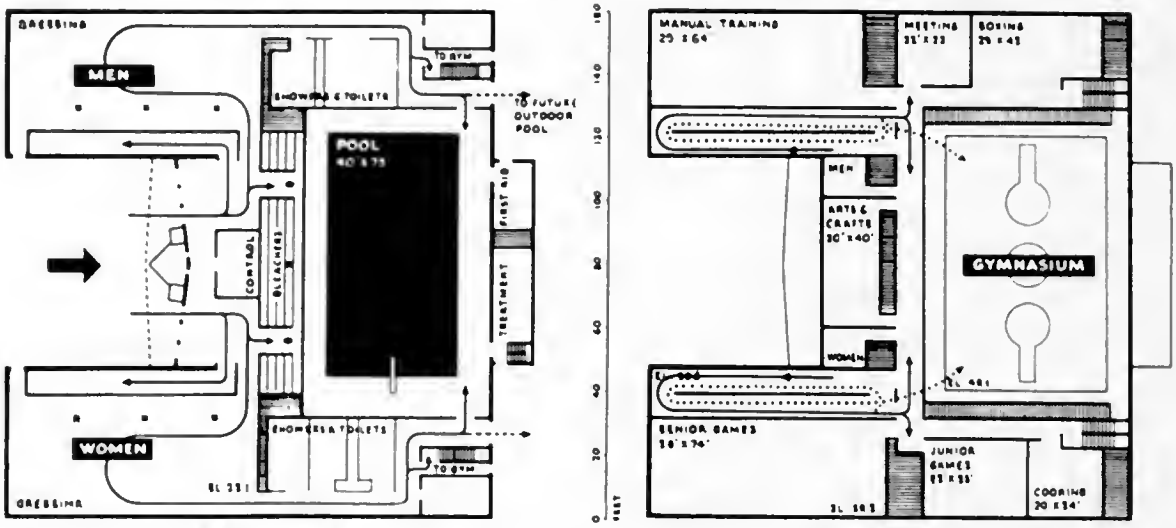
The senior game room, painted in chartreuse and coral, has two huge window walls; and is furnished with four ping pong tables, a regulation pool and billiard table, game tables and chairs, a juke box stocked with records, settees and arm chairs.

The junior game room is a smaller version of the senior room. Equipment includes a television set, a junior-size pool table, game tables and chairs. Between the two game rooms is a large storage room lined with shelves for table games and other equipment.

Tournaments, both elimination and ladder type competition, have been conducted for table tennis, nok-hockey and billiards. The Puppetry Club gave many performances of *Cinderella* in the junior game room during the Open House Week.

The meeting, or multipurpose room offers a piano, radio and record player console, portable motion picture projector and screen, and individual chairs. Business meetings of all clubs are held here as well as the regular meetings of the music club. Some of the center members have formed an orchestra and use this room for rehearsals. The orchestra made its debut at the Open House senior dance.

The center is located in St. Mary's Park which, in an area covering thirty-four acres, has three outdoor playgrounds; a large recreation area with bocce, handball and basketball courts, baseball diamond, a bicycle and roller skating area; two areas with tables for older people; and a free play area.



FIRST FLOOR SECOND FLOOR

Future plans for the development of the park include swimming pool, one hundred feet by two hundred twenty-five feet; a diving pool, forty feet by fifty feet; and a concessions building. It is expected that funds for the second phase of the development will be made available within the next three years.

In-Service Training Program

Regardless of the number of employees in our department, we must have an in-service training program in an effort to develop good relationships—good human relationships between ourselves and the public we serve. Some of the subjects to be covered in such a training program should be to help the worker to:

1. Have an understanding of the philosophy of the department, its objectives, aims and purpose.

2. Know his place in the department and have a knowledge of the relationship of his job to that of the other employees of the department.

3. Be encouraged to contribute to the thinking and planning of the area in which he operates in the department; an employee functions best when he is made to feel that he is an active part of the program or project and when he has a sense of positive direction.

4. Understand the internal relationships between his department and the over-all organization.

5. Have a basic knowledge of rules, regulations and policies.

6. Take part in a discussion on personal appearance and cleanliness; on personal bearing, habits and deportment; on tone of voice and manner of speech.

Please remember that public relations in public service consists of contacts, attitudes, impressions and opinions; these establish the relationship between the department and the public, and it is the employees of the department who contact the public. Therefore, every employee whose duties require him to deal personally with people is in public relations work. It is the impression which these employees leave that raises or lowers all esteem in which the department is held by the people it serves, hence the necessity of in-service training.

Quoted from "Municipal Public Relations," by Don Dyer, Milwaukee Director of Recreation, in *The Municipality*, May 1952.

The COMMUNITY THEATRE

"Box Office"

If you are engaged in community theatre work you are aware of how difficult it is to build your box office. Marcella Cisney, who has been director for several seasons of the Little Theatre of Jacksonville, Florida, and founder-director of the Hillsdale College-Community Theatre in Michigan, has many helpful ideas on the subject, and the following remarks are taken from her article, "The Box Office" in *Organizing the Community Theatre*, published by the National Theatre Conference and used with their permission.

1. Make your theatre exactly what the term "community" implies, a real civic center. Do not allow the taint of the snobbish, clubhouse type of "little" theatre to freeze out potential playgoers and talent.

2. Strive ceaselessly for production standards of highest quality. Never take refuge in that easy excuse for ineptitude, "After all, this is an amateur group, playing for the love of it."

Here are some things you can do in your campaign to enroll subscribers, develop civic support, uncover talent and, as a result, swell the box office income substantially.

High standards of performance should be maintained. Dueling scene, "The Vagabond King," Ogden Community Theatre, a recreation department and Weber College project.

1. First, sell the local newspaper editors on the vital need for thorough coverage. A good newspaper liaison is a fundamental factor in the success of a civic theatre.

2. Prepare a careful series of articles, spaced for release every few days. Include the plans for the founding of the new theatre project; objectives of the project; some information about the director, officers; information as to where performances will take place: tentative schedules of plays. Augment the stories with pictures; camera shots of the campaign workers launching the drive at a tea; pretty actresses counting membership applications, and of the dance for raising funds. Try to give a different twist to the article in each paper, for editors will not run a story if the same account has already been published in a competing sheet.

3. Set up bright booths on busy downtown street corners and department store first floors. Stock these booths with throwaways and gay signs, and arrange to have them manned by attractive volunteers to sell memberships for the season. Place attractive posters in every prominent store window and in the smaller neighborhood stores, announcing the new theatre and its schedule of plays and prices.

4. Get the mayor to proclaim Civic Theatre Week with plenty of fanfare.

5. Persuade the local radio stations to give daily announcements on the forthcoming theatre project as a pub-

lic service.

6. Launch classes for adults in speech and drama, and for children in creative dramatics. You will find a cultural need and develop fresh talent in this manner.

7. Cordially invite all local talent, through the papers, to answer a general casting call. Let everyone have a fair chance to read a role. Stress "the-best-man-wins" attitude in casting and stick to it fairly; but be tactful in announcing selected players so that no friends will be lost.

8. Distribute complimentary season tickets to a selected group of influential citizens, including the local editors, reviewers, columnists, antique dealers (you will be borrowing properties from them), furniture and smart dress shops (they will lend wardrobe and set trimmings), and staff at the local radio station.

9. Arrange several benefit performances during the year for local or national causes, such as the Community Chest, March of Dimes, and others. Take plays to nearby veterans' hospitals, and aid all good civic projects whenever possible.

10. If the city boasts a local group of talented amateur photographers, talk them into making the theatrical photographs for the season in return for publicity, lobby displays of their work, and an exhibition of the club's best prints. This will eliminate a big expense item in your budget, promote good will, and insure loving work from the photo fans.

11. Develop plans for making the lobby attractive and showman-like. Since this is the place where the playhouse first presents itself to the public, help it put "its best foot forward" by displaying model sets, pictorial displays of theatre activities, water colors of sets, costume plates, and other attractions.

12. Set up Community Theatre display boards in hotel lobbies to attract transient trade.

13. Interest local clubs in running theatre parties, at special prices, for groups of twenty-five or more.

14. Plan an effective-looking program with a handsome cover and interesting reading matter for theatre goers. Pay for the printing by selling advertisements.

15. Plan at least one major Children's Theatre Production each season. Interest the PTA, board of education, and local teachers in the project.

16. Interest other civic groups in joint productions. Example: *The Eve of St. Mark*, co-sponsored by the American Legion, or *Knickerbocker Holiday*, produced in cooperation with the Rotary Club. Longer runs and wider mass audiences will result from such ventures.

17. Mark every possible anniversary or noteworthy event by a celebration, well publicized. Examples: a reception for the new director, a party for a visiting luminary.

18. Respond to all calls for speeches at organizational meetings, luncheon clubs, women's clubs and other groups. Every effective platform appearance wins new drama friends.

Do not do any of these things with purely mercenary motives. Do them because they will make your new theatre of real civic worth and enrich its activities. Integrity is very important in the amateur theatre. If you are honestly trying to broaden the services, develop the latent talent, and improve the artistic quality of your theatre's work, the income from the box office will swell correspondingly.

FAMILY RECREATION

THE term "family recreation" covers those activities which individual members of a family enjoy *doing together*. While home games, movies, parties and "just the family" activities are important aspects of recreation, we also should be interested in expanding this type of "doing together" to include several or more families. The planning and execution of such a program will offer all the assets of the family affair, plus opportunities for cooperation with other family units in the development of activities or projects in which they have a common stake and provide for the realization of mutual goals.

Family recreation programs should offer a chance for participation to all members, of all ages; and can be carried on in the following settings:

1. The home, yards, rooftops, porches, living rooms, kitchens, play rooms.

2. Community centers, churches, schools, park pavilions, YMCA's and YWCA's, a housing project building and the space around it.

3. Community facilities (other than those mentioned above), playgrounds, parks, beaches, swimming pools, tennis courts, fair grounds, woods, zoos, fraternal halls, civic auditoriums, campuses, roller and ice skating rinks.

Types of Family Recreation

1. Talent nights and amateur shows.

2. Group singing with some action songs thrown in. (See October 1951 issue of RECREATION, "Singing with Motion" by Frank Anneberg.)

3. Fun nights, offering both active and passive activities.

4. Tournaments, with the finals used as an excuse for a special get-together in the form of a party or fun night.

5. Favorite family activities, including spelling bees, guessing games, tricks, group crafts projects, music, bowling, skating, boating, candy-pulling, corn popping, storytelling.

6. Quiz shows.

7. Progressive parties.

8. Scavenger and treasure hunts.

9. Square dancing.

10. Beach parties, picnics, hikes, pot-luck suppers.

11. Camping.

12. County fairs, pet shows, circuses.

13. Hobby shops or fairs.

14. Trips and tours.

15. Visits to museums, exhibits, special movies, plays and concerts.

16. Nature activities such as gardening, flower arranging, star-gazing, bird walks, bird feeding.

James F. Herdic, Jr.

SKIING — NEED NOT BE EXPENSIVE

● A community located smack in the heart of the northeastern skiing country, Rutland, Vermont, found it a ticklish matter, until last year, to provide complete winter recreation for its younger set. There were adequate skating areas within the city, as well as many sledding hills and ample facilities for indoor sports. But when the skies overhead turned leaden and the weather brisk, the youngsters looked toward nearby snow-covered hills and mountains for their fun.

That was where the problem entered. The nearest skiing center, Pico Peak, is situated about nine miles away from the city, and visited only occasionally by buses. Rutland's recreation department, therefore, started weekly bus trips to Pico, free of charge to the snowbunnies, but abandoned the project soon afterward when the ink on the expense sheets turned to red.

Seeking an alternative, I spoke to a member of a local sporting goods store, who suggested that a local, portable ski tow might be the answer. As it finally turned out, he was right.

The portable tow was purchased and set up by the recreation department staff on a hill of the nearby Rutland Country Club, within walking distance of the city's business and residential districts. It was an immediate and overnight success. Children of all ages used the tow during every free hour and by the end of the season, the recreation department had tallied five hundred ski enthusiasts who had visited the new ski area.

It turned out to be one of the most economical and successful projects undertaken by the department. The complete cost, everything included, was only five hundred and fifty dollars, and the tow can be used for many seasons with proper care. This was a comparatively small sum compared to that which the Pico Peak buses would have cost had we continued to use them all winter.

Portable ski tow, mounted on floor pan of aluminum, is lightweight, rustproof, sturdy.

It can be easily lifted by two men, and fits compactly into the trunk of almost any car.

Having a tow on a slope near the concentration of the population of the city, provides an opportunity for instruction in elementary skiing and the formation of a junior ski club. Being in an area where there is great enthusiasm in this sport, there are many top grade skiers who are interested in seeing the young people develop into good skiers—perhaps even into another Andrea Mead, from Pico Peak, Rutland, who is an Olympic champion.

The portable tow used by our department, can be set up on a ten to fifteen degree slope, and can accommodate from five to eight people at one time. Through experience, we have found that the smoothest ride is produced when there are five users at one time.

An automatic governor insures one speed—from six to fourteen miles per hour—and the motor carries a ninety-day guarantee, in the event of an unexpected breakdown. The 10.1 horsepower motor is constructed on a sled and is economical, using only a meager amount of gasoline.

Light in weight, the tow can be lifted by two men with ease and is simple to rig, with a forged steel anchor hitch to keep it securely in place. It is so neatly compact that it can fit into the trunk of almost any car without trouble. In short, the tow is easy to transport, easy to set up, and easy to use.

Special Features of Tow

1. A snowfloat with curved tubo-trussed airplane type construction. An all-welded frame, the stainless steel nose and the aluminum floor pan keep it really lightweight and rust proof, yet sturdy.

2. The duradrive, powered by a 10.1 horsepower engine, built for heavy-duty, heavy-weather use. The drive spool is a lightweight aluminum alloy casting, safely covered with a heavy gauge streamlined guard.

3. The runrite ropeguide, a neat arrangement of free turning spinners. The horizontal rollers are ball-bearing mounted to cut the friction where it counts. The vertical rollers spin free and easy on their bronze bushing posts.

4. The tow rope, made in one-half-inch size which will not twist while operating. The rope is twelve hundred feet long, for anything up to a six hundred foot tow, and is made of pure Manila fibre, waterproofed and lubricated to reduce stretching and shrinking and to withstand winter weather.

A portable ski tow of this sort may be the answer to your skiing problems.

James F. Herdic, Jr., *is superintendent of recreation in Rutland, Vermont.*

Try Something Different!

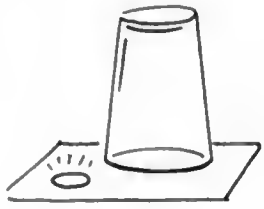
In presenting the following tricks, be sure that you understand the instructions and follow them to the letter. These are simple enough to present with little preparation, but be sure to have all parts of the trick ready. Most of them can be used as quickies in a gathering of any age—from small boys to grandmothers.

Mysterious Fork

Pluck the tines of a fork with the thumb and index finger of your right hand. Now with great ceremony place the fingertips of your free hand on a glass, vase or some other object and draw from it—to the bewilderment of the onlookers—a ringing musical note. The placing of your free hand on some object—and perhaps giving a talk on magic while you are doing so—is only for effect. The trick is done with the other hand. Lower the fork to the table as soon as the tines have been plucked. The table acts as a sounding board and allows the note from the make-shift tuning fork to be heard.

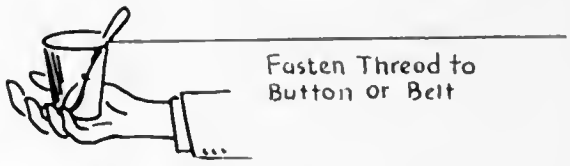
Where Did the Coin Go?

Paste a piece of paper across mouth of small glass and trim neatly. Now place glass mouth down on a sheet of paper of same color. On the sheet of paper lay a coin. Cover glass with handkerchief and set over coin. When handkerchief is removed, coin will have disappeared, as it is under the paper which is pasted to glass. Have hidden another coin the same as the other, and produce it.



The Jumping Spoon!

Tie a thread (black) to bottom of a spoon at its narrowest point. Tie other end of thread, which is about twelve inches long, to button or belt. Now drop spoon in glass or cup, and as you push cup or glass away from you, the spoon will rise out as if by some spiritual force. When pulled slowly back, spoon will lower into cup.



Restored Match Trick

A match is broken under cover of handkerchief; and when handkerchief is removed, the match is restored unbroken. Before starting, slip a match in hem of handkerchief. Now hold another match and cover with prepared handkerchief, bringing match in hem underneath to top. Have someone break match (the one in hem)and when handkerchief is removed, match is unbroken.

Card Magic

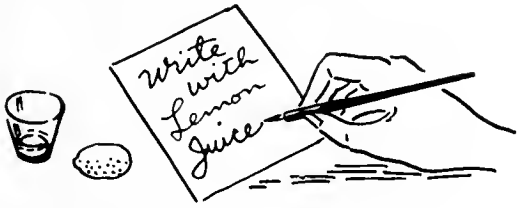
From a deck of cards place five or six Jacks, Kings or Queens on a table in an orderly row. Ask someone to turn some of the cards around while you are out of the room, and when you return you will tell them which cards have been reversed. Notice that the cards have a wider margin at one end. When you place them on the table, have all the

wide margins nearest you. When you return to the room it is a simple matter to see which cards now have narrow margins nearest you.

Invisible Writing

(This is fun to use in telling fortunes.)

Before presenting, write on a piece of paper a fortune pertaining to anyone. Use a new, clean pen point and write with the juice of a lemon. When dry, hold over a candle and the heat will bring out a clear spirit message.



Floating Needle

To make a needle float, have a small dab of wax under your thumb nail. Ask others to try to float the needle first. When they cannot, you draw the needle across the wax under your thumb nail, and to the amazement of all, it will float.

Partners

Mind Reading

Have each person write a question on a slip of paper. After they fold slips, have them drop the papers in a box or hat. Mind reader holds first question to forehead, first giving answer, then reading question, asking who wrote it. Magician unfolds paper to verify it, then he takes another slip, places it to forehead and reads it. Have it arranged ahead of time with a secret partner from the group that the first question, no matter what it is, is the one he wrote. When magician opens slip as if to verify, he is in reality reading the next one, and so on.

Tom Thumb

Three objects are placed in front of the leader, one of which is selected by the group while his confederate is out of the room. Upon returning, the latter pretends to make a difficult decision, and then names the correct article. The leader has signalled him with his thumbs. His hands are folded in his lap and very quietly he crosses his right thumb over his left to indicate the article on the right; his left thumb over the right one to indicate the article on the left; and his thumbs parallel and together to indicate the center article.

Musical Stunts

Put It to Music

Provide each guest with a laundry slip listing articles of clothing. Then inform the guests that they are to sing to the tune of "East Side, West Side" the words appearing down the side of the laundry slip. Some of the combinations of words will fit perfectly. Others must be run in under the direction of the leader. The stunt has been successfully tried with the use of quotations from literature or poetry set to music. For example, Portia's famous mercy speech has been set to the music of "There's a Long, Long Trail" in a most interesting fashion.

Human Organ

Eight persons stand in line facing the audience. If four are dressed in black and four in white, the black and white alternating, the effect will be greatly enhanced. One person stands in back of this line and plays the organ, touching first one, then another on the head. The person touched stoops and then assumes his original position, at the same time uttering the necessary sound. The organist may play "Yankee Doodle" or anything familiar to the crowd. At the same time, chimes may be played. A variation of this stunt is to have the hands of the persons representing the organ stuck through holes in a sheet with the organist playing on the hands.

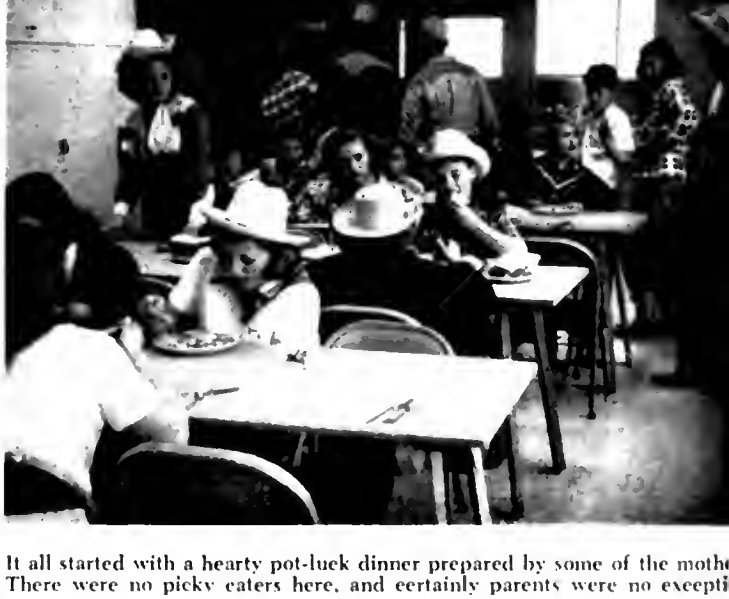
Topsy Turvy Concerts

This entertainment needs only a screen or a curtain stretched across any room. It is well to have the performers practically the same size, as the screen or curtain should conceal all of the body of each singer except the head and neck. The only preparation required is that the arms and hands of the performers, who stand in a row back of the curtain, shall be covered with stockings and that shoes shall be worn on each hand, with the soles of the shoes pointing forward so that the toes will be turned toward the spectators, who are seated in front of the curtain at a little distance back. At the conclusion of each verse the singers stoop down very quickly all together, lowering their heads and elevating their arms above the curtain. The effect thus produced is to make the singers seem to be standing on their heads. They keep time with their feet (or rather hands) to the music of the song. The sudden changes when done simultaneously, will never fail to amuse. If each concert number can be announced with a flowery speech it adds to the amusement. The manager might wear a frock coat and a tall hat.

Horseback Serenade

Richard Hartt

Laughing faces and reminders of fun he is missing help speed recovery of a bed-bound friend of the carolers. Halts were made at the homes of fifteen of the Canoga Park shut-ins.



It all started with a hearty pot-luck dinner prepared by some of the mothe
There were no picky eaters here, and certainly parents were no exceptio

It was a surprise to folks at Mrs. Webster's when the serenaders interrupted the routine of the home with their gay songs. Said Mrs. Webster, "It was good of them to think of us."

Riders reach clubhouse site after dark, but still in time to entertain
builders, who sit in their wheel chairs or on building blocks as they lis
while the familiar melody of an old favorite, "Home on the Range," is su

● Parents in Canoga Park, California, are sleepy-eyed these days. It isn't because they're worried about where their children are and what they're doing, however. They are simply trying to keep up with their youngsters and are having a time of it.

Take, for instance, an idea that popped up last year. The children decided to go on an afternoon and evening horseback serenade. It was only a couple of miles to where some paraplegic veterans were building their own club; and there was Mrs. Webster's older folks' home; and one of the smaller children was ill. Why not serenade them? So, it was decided, with assistance from the Los Angeles Recreation and Park Department, and under the supervision of Tom McDougal of that department. (This activity has since been added to the recreation department's Christmas observances as a regular feature.—Ed.)

A group of the mothers brought to the playground a pot-luck dinner calculated to re-stoke parents and youngsters for the arduous activities ahead. However, mothers and used dishes were soon left behind.

The serenade finished later at night than planned. Someone always seemed to want "one more song" and, although it was getting chilly, the young people always obliged. But the glow of happiness which they spread abroad that night was such that everyone, parents included, felt that the time had been well spent.

MR. HARTT *is a free-lance photographer and writer, Pasadena.*

All set to go! This member's expression gives some idea of the general enthusiasm felt by all of the youngsters in the group.

There are always those who have difficulty leaving the table, even with Dobbin neighing in the yard; a last bite is hurriedly eaten.

After dinner there is a hurried saddle-up to get to paraplegics construction job before the men leave their work for the day.

In return, the singers are entertained with a few verses of "Clementine," and the builder chorus is roundly cheered before the group, with snatches of songs and laughter, gaily departs.

As the fog begins to gather, many weary but happy good-byes are called, and another merry serenade on horseback, with its fellowship and music which have brought cheer to many, is ended.

HOBBIES MADE PROFITABLE FOR THE DISABLED

Dr. Herbert Rusalem

WHEN MOST PEOPLE think of profitable hobbies, they think in material terms. But at The Federation of the Handicapped, it is not dollars and cents which make hobbies profitable. Instead of money in the bank, new and more useful lives come into being through hobbies.

Steve, for instance, at eighteen was a strong, good looking young fellow finishing his senior year in high school. His hobby was athletics, and he was an outstanding player. He was on the varsity baseball team and was a pile-driving fullback on the football squad. It was said that several big league scouts were interested in him when, without warning, polio struck. After a year of therapy, Steve was told that he would be on crutches for life. He tried to hide from the world, hating everyone who had two good legs. Without athletics, life seemed empty and useless to him.

It took a lot of pressure to induce him to come to The Federation of the Handicapped. When he came, he was given help in deciding on a new career; but he was obviously only going through the motions. In desperation, his counselor suggested a visit to the photography class. Reluctantly, Steve began to do darkroom chores, to color some photos, and to tentatively play with the idea of handling a camera. As his work took shape, however, he began to appraise himself anew. There were other things he could do. The door wasn't shut against achievement for him. In time, his hopelessness gave way to enthusiasm. There is now a new note in Steve's voice. Not only does he have a hobby, but a whole new reason for going on living. He exemplifies Federation's concept of rehabilitation through hobbies.

The "Fed," as our handicapped members affectionately refer to it, is a unique institution. It is an agency set up for the handicapped in which the members have a voice in administration. When a disabled person applies for and gains membership, he acquires the responsibilities of sharing in the work of one of the largest rehabilitation organizations in the country. The "Fed" maintains a staff of physicians, psychologists, counselors, research workers, a psychiatrist, therapists, group workers and social workers to serve the needs of the handicapped in the New York area. This staff, serving under policies determined by a board of directors, many of whom are handicapped, and assisted by the membership, serves handicapped people in a thousand different ways every month. However, the most spectacular and useful part of the work is the largest, most extensive hobby program for disabled people in the country.

More than six hundred different persons take part in one or more activities at the "Fed" every year. Some come via public transportation on crutches, others are transported along with their wheel chairs by the American Red Cross, and still others drive up to the door in their own specially-equipped cars. (Incidentally, Federation's auto operators have splendid records of accident-free driving.) By and large, they are people whose handicaps are so severe that the hobby programs of their own communities do not meet their needs.

Each week, by the hundreds, they make their way to their own organization, where they can ride a hobby horse to rehabilitation.

For example, the public speaking club, conducted by a severely disabled, brilliant young woman, has many rehabilitation notches inscribed on its belt. Everyone likes to have an audience. It's a fine hobby to have others share your ideas and information. But, Federation's members, like so many others, were shy and reticent about mounting a platform and delivering a forceful talk. Then Dale Carnegie entered the picture. He adopted this class as his hobby. He sent teachers at his own expense and supplied the members with books and other equipment. Dozens of disabled men and women took the regular Dale Carnegie course and graduated with classmates from

AUTHOR *is director of services, Federation of the Handicapped, New York*

all over the city. This was public speaking for fun. No dismal lessons and drills, but lots of fun and socialization. As time went by, even the most withdrawn began to self-confidently sell themselves to personnel offices. Several found jobs and attributed their success to riding the public speaking hobby. Others began to extend their hobby. They began to "talk up" their Federation and to rally public support behind its program.

Perhaps the greatest triumph of this group was its work with the cerebral palsied. So many people with cerebral palsy have impaired speech, which in turn impairs their human relations, that it has become a challenge to workers in the field. After several sessions, a number of these folks with impaired speech began to lose their fears and resolutely put their best foot forward.

Playgrounders in Kansas City will not forget Bobby who, despite polio-inflicted handicap, has helped with many of the activities and instructed smaller children in crafts.

For many, the public speaking hobby has become an on-going thing. Talking to others has become more fun, and the way has been opened to better living.

But public speaking isn't the whole story. Do you recall the rollicking long-run musical, *Oklahoma*? Can you picture it being performed by a cast of disabled persons? Well, it was done, and done beautifully. Not only did this group play the parts, but they made the scenery, rewrote the script, did the public relations and took the tickets. They didn't make any money—all of Federation's activities are without cost or fee—but they collected huge dividends of fun and growth.

Previously, many of these young adults had experienced unhappy and frustrating times, wishing to follow the footlights. Like all youngsters they had yearned for their share of stardust. The footlights are as attractive to the handicapped as to all others. In school and in their communities, there never had been the opportunity. Who would think of asking a girl on crutches to play Juliet or a boy in a wheel chair to play Macbeth?

Someone did think of it at Federation of the Handicapped. A theatre workshop was organized, and its members produce, act in, and direct three to four productions a year. Furthermore, its director and moving spirit is a young woman who herself is a disabled person. Out of this hobby have come profits of good times and good feelings. Instead of counting the box office receipts in dollars, Federation can count them in something more important—a sense of satisfaction in being able to do things as well as other people. It is this sense which carries over to a disabled person's job, his family, and his other hobbies.

The stories of these hobbies can be multiplied many fold. Often a hobby is developed and followed with profit. Many handicapped men and women have learned one-hand and two-hand typing, just for the sheer joy of mastering the machine and using it for personal pleasure. Out of these experiences, some have awakened to the fact that they can work—they can learn to type and make a living at it. This holds true of folks who have taken up such hobbies as bookkeeping, stenography, ceramics, art, crafts and civil service preparation. These have been hugely successful, because they have been presented and taught, not as some weighty course in a college catalog, but as a means of having fun and learning at the same time. Never does the subject matter in Federation's hobbies become more important than people.

Take the case of Susan. Handicapped by cerebral palsy, she had had little fun. When others were out engaging in sports and dancing, Sue had to sit by and watch. She began to feel that other people didn't want her around. She became angry at people without handicaps. "If they hate me, I'll show them. I'll have nothing to do with them." Sue became almost a prisoner in her own house. A great hatred filled her and made her desperately unhappy. Sue had no hobbies. Her only diversion was the television set and she soon tired of that.

Someone suggested the "Fed" to her, but she scornfully rejected the idea. "It's no use," she said, "if you get a group of unhappy disabled people together, they don't become happier." If it could be called a hobby, Sue may have had one. She enjoyed watching people, like a sort of human candid camera. This gave her great pleasure, for she could easly see everyone's weaknesses and inwardly deride them. She often told her parents that she was an amateur psychologist. Then the word was passed about that the "Fed" was giving a course in the "Psychology of Everyday Living." No homework, or assignments, or anything like that. Just a group of friendly folks who wanted to follow their psychology hobby together.

When Sue first came to the psychology group, she was bitter. She was not reluctant to present her ideas about the cruelty and worthlessness of mankind. When the other members of the class expressed different ideas, Sue was tempted to walk out. They seemed obstinate and stupid to her. Didn't she see it all so clearly? After a while, in spite of herself, she began to like some of the members and to want to be with them. Seeing the shortcomings of others became less pleasurable. Psychology could be fun and could be useful. People could learn to like each other and work cooperatively. Gradually,

Sue's viewpoint changed as she became more interested in her hobby. She began to see that she had ideas that were "sick" ideas, and finally, she got up enough courage to ask for counseling help at the "Fed." At the latest report Sue is riding her hobby as strongly as ever and the profits are coming in, in the coin of a new personality. Psychology has been a profitable hobby.

The story is the same in the newspaper group. Through writing their own newspaper—*The Voice of Fed*—and riding the hobby of journalism, a number of handicapped men and women have found new satisfactions. Once again, they can create. They can weave words and ideas into a pattern which makes communication easy and pleasurable. They can see the sheets coming off the presses, fresh and sharp and pungent with the smell of printer's ink. This hobby has been especially fine for a few of our homebound persons who have felt the walls closing in around them, figuratively and literally. Their voices have been searching for a sounding board. Their ideas, burning within them like flames, have been looking for an outlet. Now, their voices are heard and they look forward to their monthly assignments.

Last year, rain, snow or shine, over fifteen activities attracted more than a hundred and fifty disabled persons weekly. When our annual Hobby Night, with its many demonstrations, speeches and awards, closed the 1951 recreation season in June, it marked the end of a most successful year. And, profitable hobbies continue to be pursued, and new activities and new hobbies offered. Come to see us, and you may find a young fellow on crutches lobbying for his hobby—Spanish—which he uses at Spanish movies, a Mexican restaurant, and to get a break in the export business. You may run into a boy in a wheel chair playing basketball with the poise of a pro. You may see a young, bashful woman painfully making her way with two canes into a discussion on marriage problems, which follows a semi-monthly documentary film.

Profitable hobbies? Federation offers them every night, every week in the year. Count the profits—they are in human lives.

Helena G. Hoyt

1903-1952

MRS. HELENA G. HOYT died suddenly on Sunday, October 19, at her New York City apartment. During the past eighteen months she had been serving as field representative for Defense Related Services for the National Recreation Association. Her work carried her to army posts and to air and navy bases, to communities large and small.

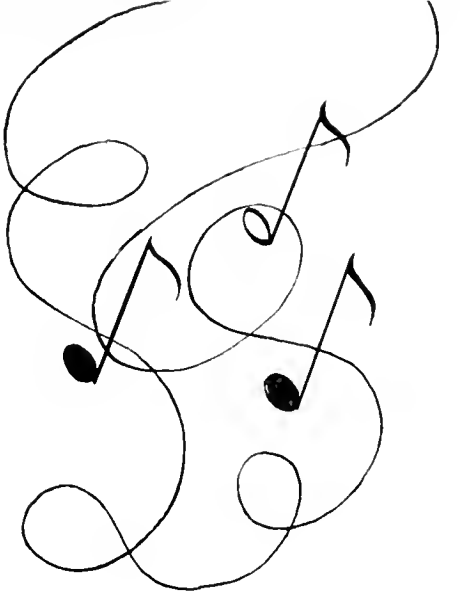
Before joining the association in its defense work, Mrs. Hoyt was city recreation director in Syracuse, New York, for six years. Her service there as executive marked a reorganization and expansion of the recreation department which she had known intimately as recreation leader, district supervisor, supervisor of women's and girls' activities, and assistant director. She was appointed acting recreation director in 1945, and director in 1946.

The lessons learned in the years of development were applied vigorously during her five years as executive. She built a recreation program on a blueprint of service to all persons, strengthened the staff of year-round and seasonal workers, and developed a recreation department which was an integral part of the total community effort for recreation. This was done with the techniques of a true leader and the force of a tremendous personality. She was always at ease, never at rest. Long hours, financial growing pains, and the many problems of the task never stopped her.

When she left Syracuse in 1951, Mrs. Hoyt found it necessary to resign from twenty-one different community organizations with which she had been affiliated. She had served as chairman of the Group Work Division and member of the board of the Council of Social Agencies, water safety chairman of the Onandaga Chapter of the American Red Cross, vice chairman of the Syracuse Crime Prevention Committee, president of Zonta, president of the New York State Public Recreation Society, member of the Recreation Leadership Standards Committee of the National Recreation Association, and recreation chairman for the county civil defense. Other similar affiliations were also a part of the job she lived in her twenty-four hour days.

Always she carried with her the philosophy that people are good, and that good recreation makes people better. She never preached this philosophy, but anyone who knew her long could see it shining in her every action. This vision and its down-to-earth application she brought with her to the national scene as she went from place to place, analyzing, inspiring, and leading to action the community groups "just like Syracuse." There was not much time left for a personal life, but the little time there was she spent in living to the hilt, as joyously as if it, too, were a career.

Helena Hoyt died without serving the many other good years which she had hoped to spend, and the people whom she knew and loved will miss her. As the editor of *Empire* wrote in 1951, "Whatever was to be done, she did with self-sacrifice, courage and ability. . . . Like all genuine women, she was modest without conceit."



Making Music Tangible

Dr. Elin K. Jorgensen

THE PURPOSE of making music tangible is to attract children to music because its activities are inviting, and to offer every child an opportunity to use music at his own level of ability. By enjoying music in the immediate present in many informal experiences, we can hope to promote readiness for further use of music as the child continues his development.

Children need to explore their environment for the musical resources it contains, not only in the usual forms but in the tonal possibilities discovered through curiosity and used with imagination. Striking and tapping ordinary objects can often reveal unrealized musical effects. While such exploration is going on there is attentive listening and the results focus attention on the children's ingenuity. This type of activity should be approached with the attitude of freeing children to develop their own ideas in the ways that seem most worthwhile and interesting to them. If full value to personality development is to accrue, individual pupil thinking and not teacher dictation must determine direction and goals.

For too long we have emphasized hard work and drill on facts that are not related to any real musical need or child interest. Specific knowledge and skill should grow out of a widely varied but related experience in rote singing, rhythms, playing on simple instruments, listening and making original melodies. When music is tangible it is easy to understand because musical elements such as rhythm, melody and harmony can be seen, touched and felt. It is a direct approach by the child to the heart of music whereby he is *free* to explore possibilities and discover for himself relationships that to him are meaningful.

Ways of making music tangible to children:

1. Use of bells, triangles and tambourines to accompany songs or selections played to children. These should be used separately to acquaint the children with their tonal possibilities and not organized into a rhythm band in the kindergarten or first grade. Children should choose which of these types of instruments is appropriate to accompany the particular song and then keep time to the music *as they hear it* without counting beats according to an adult imposed pattern. After much informal rote experience with these instruments, others can be added.

In the second grade some organized group work in rhythm band may be tried, but the children should still decide with the help of the teacher how the various instruments can best accompany the selection used. These decisions can be recorded on large charts using picture symbols of the instruments, and this will promote reading readiness, for the chart has meaning for them. When the rhythm band is used above the second or third grade, then the purpose is to promote the reading of parts, using more intricate music. Usually after experience in second or third grade the children are ready to move on to some other types of instrumental experience. However, in a rural school it offers a group experience that can be adapted to various ages, with the youngest playing the simplest kind of time beating and the oldest members reading parts that demand concentration on the score. Where scores are desired, the following may be helpful:

How to Teach the Rhythm Band, Diller and Page. G. Schirmer. $.25.

The Folk Tune Book, Diller and Page. G. Schirmer. $2.50.

The Schubert Book, Diller and Page. G. Schirmer. $2.50.

Many selections, picture-scored by Stickle, may be ordered from C. D. Birchard. These are planned for primary grades; those listed above are for intermediate.

2. Water glasses that have a clear bell-like tone when struck may be filled with water and tuned to scale, providing opportunity for melody-

DR. JORGENSEN *is associate professor of music education in the Music Education Department, Kansas University.*

making, both rote and original. The book that the third grade teacher can use is *Playing and Composing*, by Coleman: Reynal and Hitchcock, publishers.

Older grades can also use water glasses if they have not previously tried them, and use melodies of wider range and difficulty. Lovely effects have been achieved with playing in two parts and they can be combined with other instruments listed.

3. Drums and rattles can be made that, with background reading, will contribute to the children's understanding of people in other times and places. Recommended to be read by fourth grades or told to younger children is *The Drum Book*, by Coleman: Reynal and Hitchcock, publishers.

The history of the drum around the world is told in this book, making it a valuable reference for social studies in upper grades, even though the actual making of them is not contemplated.

4. The psaltery provides experience with stringed instruments and may be purchased from G. Schirmer. This model was designed by Mrs. Coleman for use by children. It is of musical quality and the strings are widely spaced for playing in unison and two parts. *The Psaltery Book*, by Coleman: G. Schirmer, publisher. $3.50-$5.00.

5. The auto harp is similar to the psaltery but it plays chords, not melodies. It is equipped with bars, each of which plays a chord. The more bars on the instrument, the greater number of chords are available for use and the greater the expense. They may be ordered from Targ and Dinner for $18 and $26, or Montgomery Ward or G. Schirmer. *Auto Harp Accompaniments*, by Fox; C. C. Birchard.

"Understanding" Through Discussion

William G. Robinson

The resources of a university have been drawn upon in Michigan to emphasize to recreation executives their relationship to other fields of public function, and to review with them the latest thinking in related fields of professional research and study. Top men in their departments in the University of Michigan have discussed such subjects as Recreation and City Planning, Recreation and Governmental Services, Recreation and Social Problems, Recreation and Group Work, the Psychology of the Adolescent, the Significance of Group Dynamics in the Field of Recreation, and Relation of Recreation and Adult Education. These subjects have not been treated in lectures; but each in an informal two-hour session, three-fourths of which has been discussion following an introduction to the subject by the professors. There have been two exceptions to the leadership of University professors. One discussion was led by a city manager and another by a psychologist in private practice.

Three such institutes, which began at two o'clock one day with a session that afternoon and evening, followed by a morning and afternoon session the next day, have been held since June 1950. Another meeting preceded the mid-winter gathering of the Michigan Recreation Association with an afternoon and evening session.

Another institute is being planned for later this year. The School of Business Administration, the School of Public Health, the Department of Landscape Architecture, the School of Education, the Institute for Social Research, and other departments of the University will be drawn upon for session leaders. The Michigan Recreation Association has financed the program, with the Extension Service of the University furnishing the facilities and taking care of the details of printing, mailing and so on. All members of the Michigan Recreation Association have been urged to attend.

The response to what was thought of as an experiment has been gratifying. Forty-two people from twenty-one cities attended the first institute and twenty-five cities were represented at the winter meeting. As one executive said, "It is good to get away from basketball and budget worries for a day or two, and to see our place in the overall picture of our city's life." The faculty were happy over the experience, too, and were stimulated by the liveliness and participation in the discussions—"thinking together," one said. Another wrote, "I enjoyed the meeting and hope it may be a step toward closer relationships between recreation workers and social workers in Michigan. I appreciate their interest and am glad to have had the opportunity to meet with them." On the other hand, the recreation leaders have been impressed with the interest of those leaders from other fields, and the care with which their material was prepared and presented.

The object of these sessions is to improve understanding of fields of activity and of study related to but not directly a part of recreation responsibility. Program material or techniques are not included and the emphasis is on the recreation administrator as one of a team of planners for the community of tomorrow. The institutes lead to the development of a philosophy of recreation and a thinking through of its place in the life of the individual and the community.

"Discussion should be one of the most important things in the world, for it is almost our only arena of thinking . . . Without discussion intellectual experience is only an exercise in a private gymnasium."

—*Randolph Bourne.*

WILLIAM G. ROBINSON *is assistant in community organization, Extension Service, University of Michigan.*

Cooperation -at Its Best

Keith A. Macdonald

LIKE ALL COMMUNITIES, Vallejo, Solano County, California, prides itself on being unique. Vallejo's basic recreation problems, however, are compounded of commonplace ingredients: more people than were planned for, fewer dollars than are needed, and political boundaries unrelated to the distribution of population. Unique is a cooperative arrangement worked out between a pair of the local bodies politic: Greater Vallejo Recreation District, on the one hand, and the Housing Authority of the City of Vallejo on the other.

Both the district and the housing authority are war-born. The district was created in 1944 when swelling population overflowed the city's boundaries and required that for recreation the township be taken as the unit; the housing authority was set up in 1942, to operate federally-owned temporary housing units constructed for war workers.

V-J Day did not end the need for either agency, since a large proportion of newcomers decided to stay in the vicinity when peace came. Recent action in Korea, though it has swelled the population, reflects itself in accelerated growth rather than a new boom. Township population has stabilized at about 75,000, after reaching a war-time peak (1944) of 88,412, and a third of this population lives in the authority's units. Basic to the unique cooperative relationship between district and authority, therefore, is the unique fact that the authority is sole landlord for a third of the district's population. Also unique is the fact that this landlord has provided recreation facilities for his tenants.

Facilities located on each project, consist of one or more central recreation buildings, variously equipped with gyms, stages, meeting-rooms and kitchens; and outdoor play areas with equipment. Each community center is supervised by an activities director who is an employee of the housing authority.

But—and here's the point—although the activities director is a housing authority employee, primarily on hand to insure proper utilization of authority facilities, the director also is functionally responsible to the district.

In addition to many less formal contacts between all concerned, semi-annual conferences are regularly scheduled between district personnel and housing people. On hand for the district are the executive director, the supervisor of community centers, and other supervisors. The authority is represented by its director of management, and the housing managers and activities directors of each project. At each such conference, past performance is reviewed, needs analyzed, and programs formulated.

To implement the joint district-authority recreation program thus developed, the district maintains in each community center, under the supervision of the activities directors, recreation leaders who supply the face-to-face recreation leadership.

The activities director, though furnishing no direct leadership, is the key man, since through him the authority's facilities are tied in to the overall community program. He also represents the housing authority in dealing with tenants on recreation matters, and in the process develops volunteer leadership and privately-raised funds to supplement the district's limited budget.

A mechanism to this end is a tenant council on each project. Every council is a representative, democratically-elected group with a constitution and

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bylaws, composed of tenants who as individuals, or through organizations, use the community buildings.

For the tenants concerned, participation in council activities is in itself a form of recreation. For the program as a whole, each council is a sounding board for public opinion. In addition, each council cooperates with the activities director in scheduling the use of facilities. The council represents the public; the activities director, who links district and authority, thus links them both to the people each is trying to serve.

The recreation service, provided by district-paid leaders, follows standard professional practices. The activities director's relation to the program is the unique element in the Vallejo picture.

Through its supervisor of community centers, the Greater Vallejo Recreation District entrusts supervision of certain recreation leaders, regular members of its own organization, to activities directors who are part of an entirely separate, distinct and co-equal body politic. This is definitely novel.

On the face of things it would appear that the activities director is compelled to serve two masters. Vallejoans say, however, that only one master is recognized—the general public.

For six years the Housing Authority of the City of Vallejo has thus cooperated with the Greater Vallejo Recreation District in the development and administration of a badly needed recreation program. And this wholehearted cooperation between "rival" bodies politic is the feature of Vallejo's recreation program, which is most truly unique.

FLASH!

Watch for reports and pictures from the

NATIONAL RECREATION CONGRESS

In

Recreation

December 1952 Issue

On The Campus

Students are Missed

The Chicopee (Massachusetts) Community Center reports that the month of May saw the termination of their body building, rhythm band, boxing and square dancing groups because Springfield College students, who served as instructors, departed on vacation.

The following information was developed for the center, through a survey conducted by two of the students:

Community center visited, evenings a week—3.71; community center chief place for recreation—92 per cent; favorite activities (not including community center) in order of choice—other, high or junior high school activities, movie theatres, bowling alleys, staying at home; activities most enjoyed at center, in order of choice—ping pong, dancing, pool; new activities most desired at center, in order of choice—swimming, gymnasium for indoor sports, more dancing.

Progress in Canada

A one-year diploma course in public recreation for recreation directors was opened in September at the University of British Columbia by the National Council on Physical Fitness. Limited to thirty students, the course is directed by Mr. Barry Lowes, M.A., and Mr. Robert Osborne, under the administrative authority of the university's department of extension. This is the second such project that has been undertaken in Canada, and since four provinces provide some type of provincial certification, it may well be that the current course will go a long way toward building support for national certication and national standards in the Dominion.

Outdoor Education Notes

At Southern Illinois University, last March, more than fifty leaders of education, conservation and recreation assembled in an outdoor education conference, sponsored by the university and the Educational Council of One Hundred, to investigate the possibilities for extending outdoor education in southern Illinois.

And the Antioch College campus was the scene, last May, for a six-day, three-conference, similar study. Ohio youth leaders, naturalists and conservationists met to consider school camping in Ohio, and were joined by other outdoor experts for Antioch's fourth annual conference on outdoor education. The final two days were devoted to the supervision of an overnight camping outing of a group of sixth-grade students.

The State Teachers College, Cortland, New York offered, last August, a course entitled "Outdoor Education in the School Program," at Camp Huntington on Raquette Lake. Among the subjects covered were nature recreation, exploring water ways by canoe, rod and reel, nature and survival, outdoor cooking and social and psychological study.

A Family Affair

From Indiana University comes word that the Leilichs—Roy and Avis—

have completed work for their doctors' degrees, he in recreation and she in physical education. Dr. Roy, who has been superintendent of recreation at Bellville, Illinois, is now directing the recreation program at the University of Florida. Dr. Avis, who has served on the staff of McKendre College in St. Louis, Missouri, does not expect to teach this year.

Showing how a resourceful maintenance man can strengthen a recreation department.

My Maintenance Man

Thomas C. Miller

Earl J. McFarlane

In Wilson, North Carolina, our thoughts run parallel with those of other departments that are fortunate enough to have a good, efficient man in charge of their recreation and park maintenance work. We honestly believe, as do others, I'm sure, that we have the "best maintenance man in the business."

Three years ago Earl J. McFarlane, our maintenance foreman, and I came from Portsmouth, Virginia, where we had worked together in the recreation department of that city. We feel that these have been three fine years during which we have seen unused Wilson areas and little-used apparatus built up and even become crowded with hundreds of participants. It has given us a feeling of warmth to observe our community changing its skeptical "Recreation? What's that?" to the attitude of today in which this city, its citizens, civic clubs, schools and churches are behind our program wholeheartedly.

Mac is married now, has a little daughter, and owns his own home, much of which he built himself. He will move on up the ladder in his work, but we are going to endeavor to hold on to him as long as we can.

He has had a firm foundation for much of his present work. Born and reared in Nebraska, his experience around the family farm is now paying off in many ways. His knowledge of motors, tractors, mowers, seeding, thinning, fencing and dozens of other phases of farm work contribute much to his present capability in dealing with problems.

After finishing high school, where he starred in three sports, Mac moved to California and a five-year term as a mill foreman in a furniture factory. Here he gained valuable carpentry experience which in turn is aiding our department today.

He was among the first to be called at the beginning of World War II. He served four years in the United States Army, much of it in Europe, until the armistice. During his tenure of service, he was a physical instructor in charge of all athletics for his regiment. Now, we often call upon him to aid in supervising some of our athletic programs when we find ourselves short of leadership.

When one looks at our facilities today, it is difficult to realize that three years ago they were so out of repair and so unused. The parks have always been

AUTHOR *is recreation director in Wilson, North Carolina.*

Improving the field with a dirt sifter made by the local recreation department.

beautiful, but an occasional mowing was practically all the maintenance they had received. Our first step here was to build a shop at the municipal stadium. We bought tools, gradually acquired needed machinery, hired a few competent laborers and began at once to get our facilities in good condition. After a month's start along this line, in December 1948 we went to work on the little-used Armory. We still use it for our indoor programs. Mac had much rewiring done, made his own backboards, light reflectors, cleaned up the entire building and laid out a basketball court and a boxing and workout area. We had our first programs well under way within two weeks.

Wilson has a fine baseball stadium and it is said to be one of the best in this section of the South. Nevertheless, it needed a thorough renovation. The seats and bleachers were devoid of paint and many needed to be repaired or entirely replaced. The maintenance crew, which had now grown to a group of six men, including Mac, finished this work along with painting the outfield fence and the laying of a concrete curbing around the whole park fence at the bottom, where children continually pried up the metal fencing in order to crawl beneath it. Another two years of this would have necessitated a complete new fence. The concrete curbing was the answer, and we have had no trouble since that time.

Mac was able to purchase a small cement mixer, and using a motor which he had salvaged, we are able to do all of our own cement work. A few of the things that we have made ourselves are: concrete combination ping-pong and picnic tables, cement park benches and cement benches at the swimming pool, bath houses and the three junior pools. Also constructed were a new park foot-bridge of cement and iron, an outdoor dance area at one of our parks, concrete equipment shelters, eight new fireplaces of brick with concrete bases. Mac and his crew constructed a dirt sifter which also was powered by this old motor. We use this sifter mainly on our stadium diamond, and it saves us an average of three days out of seven in labor. This sifter, which cost twenty dollars, is so constructed that the clods of dirt roll off the screen into a trailer and are hauled away, therefore requiring only one handling of the dirt. A lawn mower was constructed by Mac's right-hand man, Herbert Braswell, also a fine mechanic, who is able to carry on one job while Mac is busy elsewhere.

We have been fortunate in being able to obtain used pipe and old boiler tubes from the city-owned utilities department, and with these we construct all of our own baseball and softball backstops, basketball and volleyball posts and all of the fence posts encircling the three junior pools. These are put down in cement and are permanent fixtures. The backstops for basketball are cut down to four by three feet. This is done to combat wind resistance, which will often turn the backboard on the posts if it is strapped and bolted only.

The park areas are kept in fine condition by the maintenance unit, and the mowers and equipment are given excellent care. New athletic fields and playgrounds have been added to this crew's work within the last three years. New lands have been cleared and graded in several sections of the city, and at present property for a proposed day camp is being cleared and improved so that this project may get under way for the first time this summer.

Any story about Earl J. McFarlane should include a few words about his efficient way of handling his men, his willingness to do things personally and to spend much of his own time, not only for the people of Wilson, but for the county and even for the other cities throughout the state. Mac has confided to me several times that his laborers often give him good ideas that can be used in their work. He makes his men feel that they are wanted, encourages them to express their ideas, and often uses their suggestions. He has never been selfish with his own ideas and time, and hardly a week passes that he is not called upon by some other department, school or club for assistance.

Mac also has said that every efficient maintenance crew should have one mechanically minded, trustworthy man to stay on the job at times when the foreman has to leave to purchase materials, attend staff meetings, line up future work for the crew, or do any of the things that must take him away from his men. With a good man, such as he has in Braswell, the work does not lag.

To Attract Industry — be Attractive

The importance of providing recreation opportunities and other attractive community facilities, as a means of bringing new industry to a community, is clearly illustrated in a story appearing in *The Tennessee Planner*. A manufacturer seeking a site for a new plant investigated conditions in Union City, which ranked first on its list in the choice of operational sites. The town, however, lost out as the location for the new plant. The company officials reported, as one of the chief reasons, the fact that they couldn't see how the community could furnish the necessary schools, recreational facilities and other city services for its employees.

"The company's concern over recreational facilities was very important. Officials pointed out that there was no swimming pool in Union City at the time they inspected the town. They also said that the city lacked recreational facilities such as a municipal golf course and adequate park. . . . From their point of view, all that the city offered in the way of recreation was a picture show and a pool room."

Chagrined and disappointed over their loss, the citizens have undertaken to correct the town's imperfections. Among the actions which have been taken, are the building of a modern, fully-equipped swimming pool and five playgrounds which were operated under leadership during the summer months. Bonds for a new high school have been voted and a new hospital has been completed. The city planning commission has been reorganized.

The experience in Union City demonstrates that in order to attract industry, a city first must be attractive.

Report of the Congress Meeting on Midget Athletics will be published in the December issue of RECREATION.

BASEBALL

for Boys Under Twelve

John H. Crain, Jr.

IN REGARD to our summer baseball program for boys eight to twelve years old, for some years we operated a softball league for this age group but it was never successful. With the growth of Little League base-

Ronnie Merrill plays with aid of runner.

ball in our city, we decided that boys who didn't make a Little League team or who have never played baseball, should have a chance to play.

With this thought in mind, we contacted the Harold T. Andrews Post of the American Legion and they appropriated two hundred and fifty dollars for T-Shirts and other equipment for our teams. This meant that every boy between eight and twelve years of age who wanted to play baseball would have that opportunity.

The whole activity hinged on the playfield directors, all men, being available at the ballfields in four sections of the city to run informal leagues for their boys. Though only one playfield director was included in the budget, by placing three male playground leaders in key areas, we were able to run three leagues composed of five, five and four teams in three widely separated city areas.

Our recreation supervisor, William T. Kiley, asked a group of well informed citizens to participate on an advisory committee for this activity. Members included: Victor Taylor, executive director of the Jewish Community Center; John Malcolm, executive director of the YMCA; Edgar Hagen, executive director of the Boys Club; Colonel William Dowes Veazie, Commander of the Harold T. Andrews Post; Mr. Kiley and Dr. Frank S. Broggie, psychiatric medical man. Some pertinent points decided were:

1. That all boys on a team roster play at least one half of each game. (Six inning game.)

2. That rosters include no more than fifteen boys.

3. That all games be played in the morning. (Little League plays at night.)

4. That we use softball fields or fields with sixty-foot baselines. (Similar to Little League.)

5. That boys of similar skill be allotted proportionately to each team in a league; and that rosters be adjusted during season play to assure equally matched teams.

6. That there be no inter-league championship games.

7. That we use Little League style bats and batting headgear.

8. That we use regular baseballs; and if they prove too lively, that we switch to Little League style baseballs. (We found the regular baseball to be perfectly safe.)

9. That the physically handicapped boys be encouraged to play, or at least participate as scorers, coaches or in any capacity.

10. That all boys who participate in the activity, be awarded a certificate of *achievement* in the activity regardless of skill attained.

11. That each league attract boys only from nearby elementary schools.

The city was divided by Mr. Kiley into school districts. All of the committee proposals have been followed and the activity has been a success.

Some comments of the playfield directors on the activity are:

"Enthusiasm is high regardless of the score."

"The boys learn fair play without being taught."

"Parents turn out, and many adults have watched games."

"They enjoyed playing baseball as much as boys who play in Little League."

"They are learning respect for adults, areas and other activities as well as for each other."

"Here is a place for the little fellow." (We have a three-foot-high first baseman on one team.)

"Knowledge that playfield director is there assures them that older boys won't take the diamond from them." (A very important point.)

We have been very fortunate in this program, only because we have good leadership. This points up the value of leadership in all recreation programs; and the picture is particularly interesting because there are twelve teams in three Little Leagues in Portland. Also, we have a league of thirteen, fourteen and fifteen-year-old boys as well as a league of seventeen and eighteen-year-old boys, and our Adult Twilight League. We feel that Little League has stimulated baseball in our city and challenged us to do a better job in all our activities.

JACK CRAIN *is director, Parks and Recreation Department, Portland, Maine.*

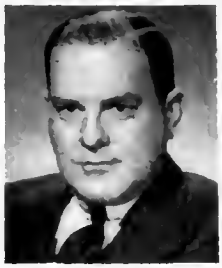
Personnel in Recreation

Paul F. Douglass

This presentation by Dr. Douglass, which introduces the work of the National Advisory Committee on Personnel of the NRA, will be followed in future issues by reports from its various subcommittees.

A COMPREHENSIVE PROGRAM for the study of the recruitment, training and placement of recreation personnel has been initiated by the National Recreation Association. The study is being carried forward by the National Advisory Committee with W. C. Sutherland acting as the secretary for the coordination of the work and detail at the New York office. Seventy-five specialists and educators are serving on five subcommittees which have organized the areas of inquiry and delegated responsibility for the work. The Advisory Committee seeks, through shared experience and continuing collaboration at all levels of recreational activity and education, to develop policies, standards and procedures which will provide personnel outlooks for a maturing and dynamic profession. To the extent that the committee is successful, piecemeal consideration of personnel problems will have come to an end. When one realizes that recreation now requires 20,000 full-time leaders, over 50,000 part time and seasonal assistants, and over 100,000 volunteers, one can understand that the field has become "big business" and requires a personnel program equal to the position which recreation now occupies.

With the organizaton of the Advisory Committee during the spring and summer, the meetings at the 34th National Recreation Congress in Seattle gave opportunity for thorough discussion and further planning. The subcommittees develop their own programs of inquiry and designate task forces to study various areas within their particular fields. The first subcommittee, headed by Verna Rensvold, superintendent of recreation in Kansas City, Missouri, deals with *recruitment*, with the process of information by which young men and women make decisions to select recreation as a career. The points at which this decision is made must be determined by the cooperation of the profession and educators; and young persons who have made decisions in secondary school, college or otherwise must be assimilated into the recreation movement to strengthen their purpose and guide their professional preparation. Attention must be given to aptitudes as well as interest, because selection at the source will count for much in years to come.



The second subcommittee, headed by Professor Charles K. Brightbill, director of recreation training in the University of Illinois, deals with *undergraduate education*. Here the concern is with curriculum and laboratory field work, with the balance between general and specialized education, with the cooperation between educational institutions and agencies, with the academic foundations of the profession and with the practical experience so important in the screening of prospects and the seasoning of young men and women with genuine aptitudes. The profession has a heavy responsibility for cooperation with colleges and universities, and has the right on its part to insist that standard recreation curriculums be offered. The profession has the obligation to recommend institutions with strong offerings to recreation candidates.

The third subcommittee, headed by Professor Gerald B. Fitzgerald, director of recreation training in the University of Minnesota, deals with *graduate education*. Collaborating with the subcommittee on undergraduate education in terms of studies prerequisite to graduate study, this task force has the responsibilities related to professional specialization.

The fourth subcommittee, headed by Professor Garrett G. Eppley of the department of recreation in the School of Health, Physical Education and Recreation in Indiana University, deals with *in-service training*. Here is the area of continuing adult study, the point at which minds and methods are kept alive by constant upgrading.

The fifth subcommittee, headed by Russel Foval, director of recreation in Decatur, Illinois, deals with *placement*.

From this brief orientation to the work of the Advisory Committee one can see that its work deals with the whole flow of personnel operations—from the attraction of young men and women with genuine aptitudes, to their placement

MR. DOUGLASS, *chairman of the National Advisory Committee, is serving as advisor to the President of the Korean Republic and as counsel to the Ministry of Foreign Affairs.*

in jobs and a continuing concern for their advancement throughout their careers. What the committee hopes to achieve is the establishment of goals and incentives with reliable standards and satisfying conditions of work. It looks forward to the recruitment of workers who believe in recreation as a part of life, who have faith in their own aptitudes to contribute to the work, who prepare by competent education and courage to implement their faith for significant performance, who understand the behavior of the human being in the context of the problems of contemporary civilization, and who seek by insight into living to increase the happiness of mankind.

Considered as a continuum from recruitment to placement and the continuing responsibility for advancement of career people, the program of the Advisory Committee seeks to work out a personnel design which will discover the young people who ought to enter recreation as a life work, which will encourage proper educational preparation, which will guide graduates into appropriate jobs, and which will exercise a continuing concern for the advancement of people within the field. The Advisory Committee is thus concerned with the fundamental conditions of service, with what W. C. Sutherland refers to as the "undergirdings of 'inspired leadership.'" Because recreation means working with people to increase their enjoyment of living, recreation personnel must be themselves permanently satisfied with their profession.

Inspired leadership comes from inspired leaders. Inspiration means the awakening of the creative impulse; it is an inner something breathed into a person from the outside. In setting up the Advisory Committee, the National Recreation Association has assumed a share of the responsibility for setting the breezes in motion which communicate this conviction. By strengthening professional assurance it proposes to kindle a spark in youth which will encourage young men and women to make decisions to enter the work, which will stimulate educational institutions to fan that spark into a deep conviction of competent preparation, and which will develop a professional camaraderie adequate to maintain a matured enthusiasm throughout the lifetime of usefulness. Because the rewards of recreation are always an inward human satisfaction, the development of career recreationalists who themselves are competent and happy in their life work is the first condition of service.

In our modern world of cheap power, specialized apparatus, and organizational efficiency, science and technology give human beings increasing leisure. The distribution of power and apparatus capable of giving each family in our world four hundred slaves necessitates a reconstruction in the attitudes of living. Industrialization has brought with it the problems of economic instability, of booms and busts and panaceas like state socialism and communism. Atomic energy ushers in the threat of Gotterdammerung at the same time that it proposes hope for further release from disease and scarcity.

In a world of political fear, economic anxiety, military organization, and ideological confusion, the recreationalist stands today as the symbol of the opportunity to enjoy time without compulsion. He exists as the spokesman for the use of leisure earned by work, in disinterested activity freed from the activities centering around the making of a living, the worries precipitated by personal anxieties, or uncertainties created by the social and international scene. When time stands at the disposal of the complete man, a human being can engage in disinterested activity which lifts him out of and above the disfigured patterns of life at the moment. Communists and free enterprisers do not go fishing as mobile units of ideologies: they go fishing *as men*. When all the baggage of living is tossed aside, a man moves as a human being. He has the experience of being a man in his own right—facing other men in their own right as men—facing nature of which he is a part. At this point the human self emerges; a contented man lengthens into the full image of the God who created him. Uncramped by the Procrustean squeeze of the workaday world, a human being can say with Walt Whitman:

> Let the paper remain on the desk unwritten, and the book on the shelf unopen'd!
> Let the tools remain in the workshop! let the money remain unearn'd! . . . .
> Let the preacher preach in his pulpit! let the lawyer plead in the court, and the judge expound the law.
> Camerado, I give you my hand![1] . . . .
> I inhale great draughts of space,
> The east and the west are mine, and the north and the south are mine.
> I am larger, better than I thought,
> I did not know I held so much goodness.[1] . . . .
> You whoever you are! . . . .
> You Roman! Neapolitan! you Greek! . . . .
> You women of the earth subordinated at your tasks! . . . .
> And you of centuries hence when you listen to me! . . . .
> Health to you! good will to you all[2] . . . .

In the holy moment when a human being enjoys time in disinterested freedom, time itself for such person ceases to exist; the fullness of the inward person encompasses the fullness of creation and the realization that "the earth is full of the goodness of the Lord."

The careerist who undertakes as a profession to deal with this holy moment in the spiritual experience when a free man enjoys free time in the personal freedom of choice assumes an obligation toward people which is different from all the other professional responsibilities in the catalog. Here in this holy moment a person touches a person. The situation is not that of a physician administering a drug; or a surgeon cutting away a malignant growth; or a clergyman discussing God's grace as an antidote for sin: or a teacher giving instruction; or a merchant selling entertainment. The experience of the holy moment comes because a man experiences an inward satisfaction in the full freedom of his own choice, action and expression. To participate in this moment is the privilege of the professional recreationalist, for toward this personal satisfaction of another he communciates an unobtrusive inspiration, and this is what Sutherland means

[1] Lines from "Song of the Open Road."
[2] Lines from "Salut au Monde!"

when he speaks on the 20th floor of 315 Fourth Avenue above the sidewalks of Manhattan about "inspired leadership."

When a man returns from leisure to the routine grooves of the everyday world with its patterns of conflict, competition, and anxiety, he has at least had an elevating experience which places problems in the perspective of the genuine values of life. The responsibility of the careerist is to arrange the conditions which allow a man to enjoy a creative experience. This is the purpose of recreation: and this is why budgets, and administrative problems, and parks, and equipment are never ends but means—means to provide the opportunity for men to experience the holy moment.

Set in this perspective, the goals of the National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel of the National Recreation Association become the goals of civilized men. Their fulfillment requires the continued best thinking and sharing of experience which a cross-section of the recreation movement can provide. It requires the team work of those who dedicate their lives to recreation, those who instruct the neophyte, those who administer the vast resources of the field. The purpose of the committee is to stimulate thought by the exchange of experience for the definition of policies and programs which can insure a sufficient supply of workers equipped to make recreation the kind of inner experience which our unsettled age so much requires.

What Good Is One Vote?

What good will ONE VOTE do?

Well, ONE VOTE had a lot to do with a lot of things in this country! Thomas Jefferson was elected President by ONE VOTE in the electoral college. So was John Quincy Adams.

Rutherford B. Hayes was elected President by ONE VOTE. His election was contested, and it was referred to an electoral college. Again he won by ONE VOTE.

The man who cast that deciding vote for President Hayes was a Congressman from Indiana, a lawyer who was elected to Congress by a margin of just ONE VOTE; and that ONE VOTE was cast by a client of his, who, though desperately ill, insisted upon being taken to the polls.

By just ONE VOTE there came into the nation the states of California, Idaho, Oregon, Texas and Washington. That's a big chunk of territory and today all the millions living in those states are Americans by just ONE VOTE.

Now, you may say that the ONE VOTE situation applies to the past. Well, don't forget that the draft act of World War II passed the House by just ONE VOTE. You can carry this ONE VOTE history on and on.

For example, ONE MORE ADDITIONAL VOTE in each of Akron's 270 precincts at the 1951 fall election would have passed the less than one-half cent a day Recreation Levy which failed to secure a majority by only 215 out of 65,000 ballots cast.

Remember, YOUR VOTE may be the ONE VOTE which will give 50,000 Akron children safe places to play.

Join the crusade for Recreation.

Issued by Recreation Department, Akron, Ohio, August 1952.

The Church and Recreation

A discussion and action guide "to help a local church group appraise its community life and activity in relation to its recreation," is now available. Entitled *Our Community and Its Recreation*, it is one of a series—THE CHURCH LEARNING ABOUT ITS COMMUNITY—published by the Department of Social Welfare, United Christian Missionary Society, 222 South Downey Avenue, Indianapolis 7. Content of two of the suggested study sessions is based, in part, upon selections from two articles in RECREATION magazine

Arthur Katona's "Let's Have Workshops for Fellowship," in the November 1951 issue and "A New World," in the October 1949 issue.

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Aids for Your Sports Program for Girls

Helen Dauncey

When properly organized and conducted, sports are one of the best forms of recreation for girls of all ages. All programs, however, should be based upon the recognition of individual differences and to the state of maturity of the participants, and the ultimate aim should be the good of those who participate. (Rather than the interests of possible spectators or sponsors.) Whether it is through an individual type of sport or a highly organized team game, the program should provide an opportunity for every girl who desires to play—not for only those who are most skilled.

The sports director, therefore, has the responsibility for encouraging many girls to develop skills and interests in whatever games appeal to them most. The important values which come from good physical activity must not be limited to a few star performers.

Some girls cannot play strenuous games because of some physical disability but they can be part of the group and get the experience of togetherness by being used as timers, scorers, officials, or committee members to promote the program. They can also be served by helping them to select the type of game which is within their range of ability.

All recreation leaders, professional or volunteer, should familiarize themselves with the wealth of material available from the National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation—a department of the National Education Association.

This nonprofit educational organization is made up of leaders in physical education and recreation who serve in schools, colleges, industrial plants, military services, and public and private clubs and agencies. The purpose of the organization is to promote sound and diversified athletic programs centered on the interests and welfare of participants.

Miss Dauncey, *Katherine F. Barker Memorial Field Secretary for Women and Girls, is NRA training specialist.*

It serves the interests and needs of the leaders of athletics for girls and women by setting standards for leadership, health, desirable practices and publicity. It provides materials and information for leaders, players and officials.

The sports guides, special publications, and score books published by the NSWA are indispensable tools of leadership for sports and recreation activities organized under acceptable standards for girls and women. The NSWA rules have been designated as official for women by schools, colleges, industrial and recreation organizations. The rules have been developed by women for girls, and leaders all over the country have participated in changes, tried them out, accepted them and then have been willing to change them if improvement is still needed.

The Sports Library for Women includes the following guides:

Official Aquatics, Winter Sports and Outing Activities Guide
Official Basketball Guide
Official Field Hockey—Lacrosse Guide
Official Individual Sports Guides: Archery, Bowling, Fencing, Golf, Riding
Official Recreational Games—Volley Ball Guide
Official Softball—Track and Field Guide
Official Soccer—Speedball Guide
Official Tennis—Badminton Guide
Score books for basketball, badminton, volleyball, field hockey

The price of these guides and score books is fifty cents each, and they may be ordered from: National Section on Women's Athletics, 1201 Sixteenth Street, N.W., Washington 6, D.C. Each sports guide contains official playing rules, articles on techniques, teaching and organization; bibliographies; and special features slanted to the sport or sports it covers. The guides also list, by states, the members of the Board of Officials who rate officials in basketball, softball, volleyball, swimming and tennis, and who conduct examinations for these ratings.

This information should be of great help to recreation executives who wish to procure competent officiating in sports and who wish to encourage their staff members to get their official ratings. State and city representatives of the NSWA (also listed in the guides) are organized for educational and informational work—such as the conducting of sports clinics. Anyone wishing information or help on a problem within the state is urged to communicate with the state representative.

Although the controversy of boys' versus girls' rules in basketball has pretty much died down, there are still some benighted communities who think that imitating the men's style of play is needed to hold the interest of the girls. In most cases the truth is that the game is being played primarily for spectators who have no interest in the well-being of team members but simply demand a "good show."

Sometimes the sports director is asked to defend his stand that girls' rules should be used in basketball. He needs the backing of some recognized authority in the field of women's sport—where the findings are based on experimentation and research. In the *Official Basketball Guide for 1948-49*, published by NSWA, there is a research article by Miriam Gray on "Why Play Girls' Rules in Basketball?" This gives both physiological and psychological reasons. Qualitative programs in recreation depend upon such factors as adhering to recognized standards. Departments of recreation have a responsibility to give girls and women the kind of sport programs which are the result of the thinking and planning of our top leaders in the field.

The community of Homer, New York, is fortunate in benefiting from the services of a large group of students preparing for recreation leadership under the guidance of a competent teacher with long experience in the field of recreation. Most communities of this size must employ at least one part-time leader to supplement the services rendered by volunteers.

Recreation Workshop

Stanley Silver

RECREATION FOR ADULTS, play for children—it's all the same, under one program that the recreation commission of Homer, New York, is providing for its community—and the program deals with all phases of recreation from basketball to tiddlywinks.

Amazing as it may sound, all unpaid volunteer workers for this commission are college students majoring in recreation education at the State University Teachers College at Cortland, New York. Operation of the commission's program is unique in that it is completely conducted by this group of students.

The professional training of recreation leaders has long been recognized as best accomplished by actual field experience, and the functions of the commission provide a practical workshop in community recreation. The organization and administration of an over-all recreation program enables them to gain experience in the different facets of community recreation, including budgeting and accounting, maintenance, construction, personnel recruitment, programming, public relations and group leadership. In order to insure smooth operation of the commission a staff organization has been set up to handle these details.

A recreation director is in charge of the program. He is responsible to the chairman of the commission, which is composed of respected citizens of the community. Under the director is a staff for public relations, sports personnel, social recreation and a research department. All workers are volunteer leaders from the student body in recreation training.

The different departments of the organization are decentralized to a large degree to encourage growth, sense of responsibility, initiative, and at the same time permit adaptations to immediate changing conditions. This saves time that is already at a premium because of the heavy academic obligations of the students.

Among the many activities in the program is an arts and crafts department which offers soap carving, wood carving and leather-craft; in the sports field, there are ice skating, basketball, volleyball, badminton, a softball league, a bowling league and outing activities. Social, square and folk dancing are favorites in the program and instruction is given in all. In addition there are special community celebrations presented by the commission including Halloween, Thanksgiving, Christmas, Valentine's Day and St. Patrick's Day. A library reading hour functions for the young children to introduce them to the fun of reading and its place in recreation.

The latest additions to the program are an adult night and a golden age group program. Adult night provides recreation for those young adults who wish to engage in sports activities. The golden agers are over sixty-five years of age and recreation opportunities, suitable for their years, are provided.

An All-Homer picnic which the commission sponsored at a nearby state recreation area was the high-light of the 1951 program. Approximately three hundred children and adults attended.

At birth, the recreation commission started out as a laboratory project for students in fulfilling their curriculum requirements. Homer, New York, which is located thirty miles south of Syracuse, with a population of three thousand, submitted a request to the college in 1948 to set up some sort of recreation program for its youth. Cortland State Teachers College at this time was inaugurating a new four-year curriculum in recreation education and the situation seemed ideal for the students to gain practical experience in community recreation.

At first the program was limited in scope and offered only a few activities. Small as it was, however, its popularity spread and an interest was shown by both the children and their parents. The following year saw the project turn into a recreation organization which worked in conjunction with the local central school to provide recreation for its students. As the attendance and interest increased, the program was broadened and the aid of a larger staff of student volunteers was enlisted.

A recreation center was provided for the commission's use in the form

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AUTHOR *wrote this article at the suggestion of Dr. Harlan G. Metcalf, chairman of the recreation department of State Teachers College, Cortland, New York, where he is a student.*

of an old fire house. The students "pitched in" and worked three hundred man-hours in fixing, cleaning and painting the interior of the building. Joseph Halper, a recreation major, was the first student director. His interest and work for the commission gradually helped expand the program from a one-day-a-week operation to its present six day week. The center is open from 7:00-10 p.m. and a staff of forty provides leadership.

In 1951, three years after the project started, the village board recognized the recreation commission as a necessary town function and funds were appropriated in the town budget for the commission's use. The New York State Youth Commission has also approved the program and gives partial financial aid.

Plans for the expansion of the commission's program include a sportsman's club which will provide for more outing activities. Erection of a ski-tow for skiing is planned in addition to a swimming program for all age groups. A bicycle safety campaign, run in conjunction with the police department and the board of education, is scheduled. For the fishing enthusiasts there is to be a small fry fishing contest.

The sports program was augmented with the completion of the new central school. With the cooperation of the school board, the commission has obtained the use of its facilities for recreation activities in the evening.

Not only has the Homer Recreation Commission filled a vital gap for recreation in the village of Homer, but it has enabled students, as future recreation leaders, to gain confidence and proficiency in recreation skills and methods.

Dr. Harlan G. Metcalf, head of the recreation education department at Cortland State, was quick to realize that such a program would help students develop a feeling for initiative, leadership and responsibility. He has been instrumental in providing guidance and encouragement for the program from its infancy. At the present time research is being conducted to determine the needs and interests of those to be served in the future.

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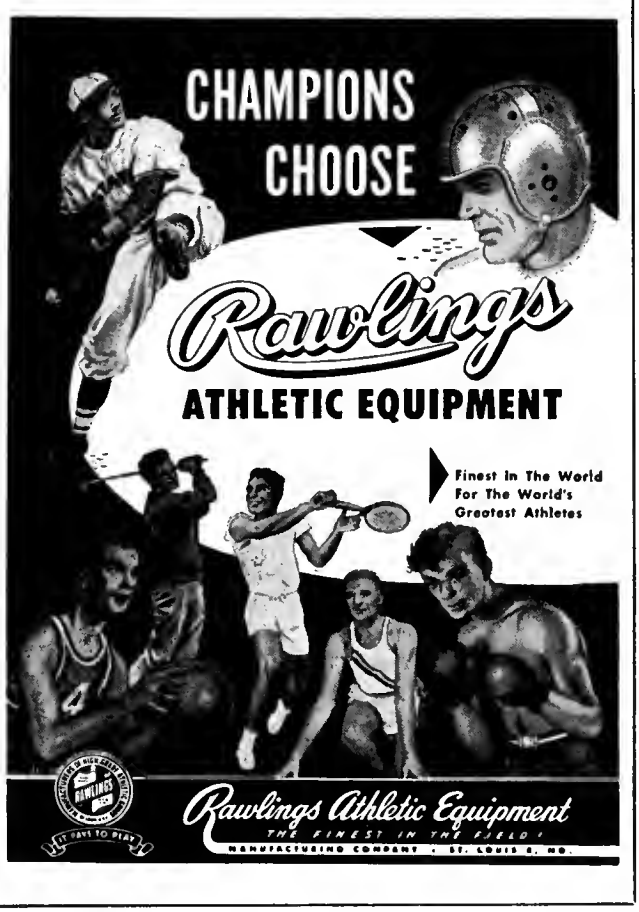
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Are YOU Pulling Your Own Weight?

Mortimer H. Morris

● "Are You pulling your own weight?" was the question asked by a member of the Croton Board of Education. Like the other members of his board, the gentleman was questioning the right of our recreation department to use the schools.

At the time, I had been in the village less than three weeks and had no rebuttal. However, I immediately made a personal survey and found to my dismay that this board member had a legitimate gripe.

At that time two recreation centers served the winter recreation program. The high school was used two evenings a week for senior basketball and Saturday afternoons for movies in the auditorium. The second center was in the Municipal Building, where the library held a Saturday story hour, and the basement was used once each week for a game session. The basement was also used two other evenings by organizations unrelated to the municipal program. They were the Home Bureau, an adult craft unit for women, and the Concordia Band, another adult project.

Equipment in the basement for the game sessions consisted of two ping pong tables and a battered pool table. The previous winter, the boys had been denied use of the room because of destruction and vandalism in the building during the evenings when they were in session. The room itself was fairly large—30 feet by 65 feet—and adjoining it was a small room—9 feet by 29 feet—used for storage of summer recreation equipment.

The obvious answer seemed to be to put enough equipment into the game room to keep the boys too occupied for delinquency. Fortunately funds were available. In the storeroom we found an old dusty mat for which we purchased a plastic cover. The storeroom was emptied and made into our mat room. Some of the boys expressed an interest in body building, so we bought an inexpensive set of bar bells, formed a club and had the nucleus of a good program in our made-over storeroom. A light punching bag, boxing gloves, a new ping pong table and a pair of Bat Bak boards were also purchased. The pool table was re-covered and new cues and bridges added. We opened the rooms two evenings each week and within a week the boys had improvised a heavy punching bag and were planning other improvements.

A terrific psychological effect resulted from naming the basement the Recreation Game Rooms. This served the double purpose of identification and the implication of ownership. Until this title took hold we were merely tenants; now the rooms are ours and recognized throughout the village as recreation property.

The second year money was more plentiful and we picked up a new television set, a used shuffleboard table, and table and wall toss games. The mat was brought into the big room and the small room was changed to the TV room. Our schedule was expanded to include two afternoons a week as well as the two evenings.

It was recognized that the winter program was no longer a one-man job, and for the first time we began to get more use of the schools. The scheduling of two more recreation activities made necessary the hiring of teachers, and other adults who had shown a capacity and interest in such work, as part-time leaders.

This is the third year since we started our Recreation Game Rooms. The past fall the teen-agers painted the rooms, refinished the floors, made curtains for the windows and are now planning booths and a coke bar. Special events arranged from time to time include dances, tournaments in active and quiet games, parties and meetings.

The rooms are now used for recreation five afternoons and three evenings a week. The sixth afternoon they are turned over to the Girl Scouts, while the remaining three nights they are occupied by the Home Bureau, the Concordia Band and the Boy Scouts. Lack of money for personnel necessitates the loaning out of the rooms, but this is good public relations and a display of community spirit.

Along with our Recreation Game Rooms, use of the schools has expanded. The gymnasium is open for recreation five nights a week and the other evening is reserved for high school varsity competition. We still use the auditorium and also the elementary school gymnasium one afternoon and one evening each week.

Our Saturday program now consists of nine separate activities, and only three seasons ago we were fortunate to have three. With the possibilities of golden age groups, ladies' gym classes and parent education and nursery school groups we may soon begin to have activities during the mornings as well.

In three years we have more than doubled our activity sessions and what is more important, we have provided about two and one half times the variety of activities, thus better serving more children in the community. As a result, public opinion is favorable and the school authorities are amenable to almost any plan we might offer for our year-round program. The townspeople are aware of our presence, our importance and our needs.

In brief, *we are pulling our own weight.*

MR. MORRIS *is superintendent of recreation at Croton-on-Hudson, New York.*

Songs of the Services

Divide the group into teams, and give each team the words of a different service song. Allow ten minutes for them to practice and then have each team sing their song for the whole group. Select the team which has best presented their song to lead the group in a few songs; and fine each member of the losing teams a penny for the postage fund.

Songs which are best known, and therefore most suitable for this activity, are:

"The Marines' Hymn"
"The Caisson Song"
"Army Air Corps Song"
"Anchors Aweigh"
"Semper Paratus"

Additional "Giving" Party ideas:

Toy Shop Party for Children

Children bring toys, which are still serviceable but need minor repairs, as their admission to a party or program. Toys may be repaired by an older group and presented to orphanages, hospitals, families, or sent to children in other countries.

CARE Package Party

A "white elephant" auction. Each guest brings some article which he does not want, but which someone else might like to have. These articles are auctioned off to the highest bidder and the proceeds are used to purchase CARE packages.

Doll Dressing Party—(for Girls)

Guests bring materials (cloth, bits of lace, ribbons and so forth) which are used to make new outfits for dolls belonging to some nursery group or agency for small children.

Platter Party

Each person brings a phonograph record to be donated to some club, group or institution. Games with music and dancing to recorded music may be used for party activities for teen-agers.

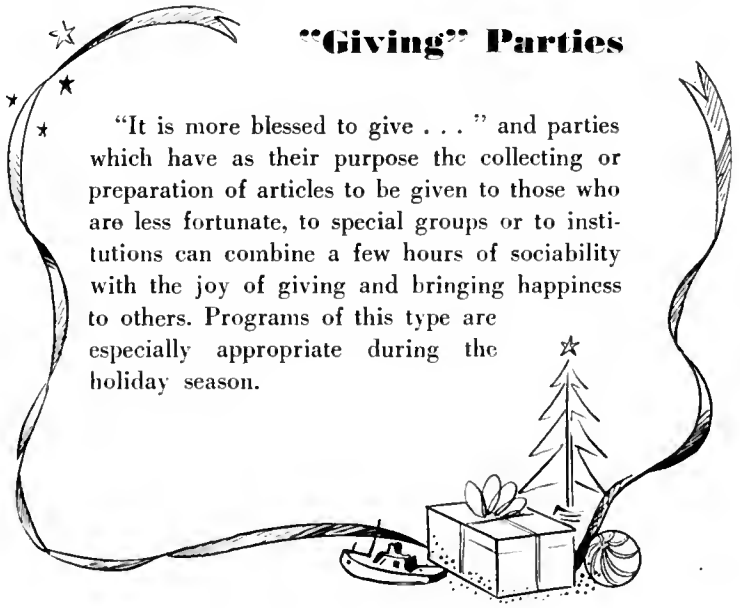
Favor Party

Participants make table decorations and favors which are filled with the candies and nuts which they bring as admission to the party. The completed favors are given to institutions for holiday dinners.

(Fold Back)

Recipes for Fun

"Giving" Parties



"It is more blessed to give . . . " and parties which have as their purpose the collecting or preparation of articles to be given to those who are less fortunate, to special groups or to institutions can combine a few hours of sociability with the joy of giving and bringing happiness to others. Programs of this type are especially appropriate during the holiday season.

A Pantry Shelf Party

Purpose—to assemble baskets of food to be given to institutions or needy families in the community. Preparation of food baskets is customary at Thanksgiving and Christmas time in many areas.

Admission—each person attending the party should bring some items from home for the baskets (one can or package of some kind of non-perishable food, two potatoes, one onion and a piece of fruit). To provide other items (perishables) needed for the baskets, guests are assessed small fees as penalties during the games and activities. The amount of the various charges should be based on the number of participants and the cost of the food to be purchased; however, care should be taken in planning the baskets so that the cost will not be excessive for any individual.

Activities—the first activity should be the collecting and sorting of the foods—so each basket will contain a variety of items—and then the decorating and packing of the baskets. Perishable items should be purchased by a committee, and added to the baskets just before they are distributed. The following games may be played to obtain funds for the perishables.

Food Quiz

Write slogans or cut pictures of the characters which identify well known food products from advertisements in current magazines. Mount each one on a piece of paper and number it. Place these around the room where they can be easily seen. Give participants paper and pencils and allow fifteen minutes for them to circulate about the room and write down the names of as many of the food products or brands as they can. At the end of the time limit, the correct answers are read, and each player must donate two pennies or more to the food fund for each product not correctly identified.

1. When it rains it pours. (Morton's salt)
2. 57 varieties. (Heinz products)
3. Elsie and Elmer advertize products. (Borden)
4. Best for all you bake or fry. (Spry)
5. Babies are our business—our only business. (Gerber baby foods)
6. Everything chocolate tastes best when it's . (Baker's)
7. Six delicious flavors. (Jello)
8. Milk from contented cows. (Carnation)
9. Li'l Abner advertizes . (Cream of Wheat)
10. Chubby children and a rhyme identify . (Campbell's soups)
11. A muscular sea-going chap eats ..... . (Spinach)

Elimination Bingo

Cut sufficient slips of five different colors of paper so that there is one slip for each participant. Give each person a Bingo card and one of the slips of paper. The game is played in the usual way, except that when a player "Bingos," he calls out the color of his paper, and all players holding that color are eliminated from the game. The play continues (cards of the remaining players are not cleared as each group is eliminated) until one of the remaining players gets a Bingo and all those holding his color are out. This process of elimination continues until only one group is left. Each of the players in this group must pay a fine to the food fund. This game may be repeated several times.

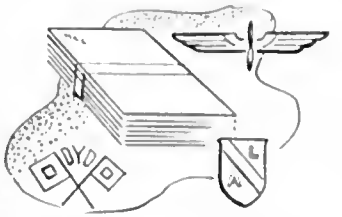
(Fold Along This Line)

Stationery for Servicemen Party for Teen-Agers

Purpose—to make and send packets of personalized writing paper to servicemen of the community who are stationed away from home.

Admission—each person brings a package of plain stationery and envelopes. Penny forfeits are assessed during the activities and the money is used for postage to mail the packets to the servicemen.

Activities—the main activity is the decorating of the stationery with each serviceman's initials or monogram and an appropriate insignia design. Simple stencil or linoleum block designs should be prepared in advance, but the monograms or initials may be done at the party. Designs should be stenciled or printed on the stationery with waterproof colors or India ink. Have work tables set up with all the materials except the stationery, and as the guests arrive they select a serviceman's name from a list which has been previously compiled and decorate the stationery they have brought. While the stationery is drying, the following games may be played.



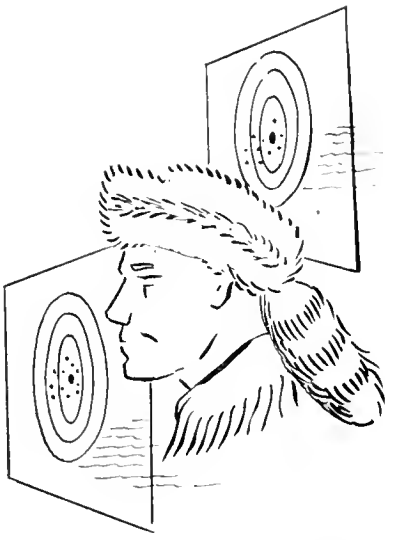
Military Quiz

Divide the group into teams. Leader holds up various military insignia (or pictures of them) such as division patches, designations of rank, branch of service emblems and so on, and one member of each team is called upon, in rotation, to tell what it is. Score is kept, and members of the losing team must each contribute a penny to the postage fund.

Forward March

The leader has a prepared list of ten places in the room which are "fine" spots—in front of the clock, by the third window, in the doorway, and so on—which are not known to the players, who march in couples around the room to music. The music is stopped abruptly, and the leader calls out the location of the first fine spot. The couple in or nearest that spot must pay a fine of a penny each. If the group is very large, several fine spots may be called each time the music stops. The game continues until all the spots have been called.

The Family Turns to an Age-Old Sport



Ruth Jacquemine

Evening is lecture time in the home of Lt. Col. and Mrs. Walter R. Walsh. The children have been shooting since they left the cradle. Father was formerly an FBI agent, knows his guns.

THERE ARE THOSE who believe America needs more family recreation. Going, they say, is the family zest for croquet, ice cream freezes and song fests at home. Departed are the leisurely, even-tempered days of pre-industrial might. In a fast-moving age, geared to mechanical monotony, what interests and activities, they ask, can supplement these old-time hearth-huggers?

The old-timers, lamenting the present threat to the family, point with chagrin to the nation's big-time professional games, which leave thousands of spectators comfortably applauding from the sidelines the perfection of highly trained athletes. In a family, where each member has channeled his competitive interests, pursuits lead wildly off in a half-dozen directions during the hours when family bonds should be deepened and enriched.

It is for these reasons primarily that many recreation leaders are applauding the growing family interest in an age-old leisure time sport that unites its members in a common activity, that of competitive shooting. With the possible exception of bowling, no other recreation possesses the ageless, year-round appeal of the target sport.

The National Rifle Association, parent organization of six thousand senior shooting clubs in this nation and abroad, reports that two hundred fifty thousand adults are currently engaged in rifle and pistol shooting as members of the national organization. This membership includes thousands of women, ranging from youthful stenographers to housewives and grandmothers, who, with several thousand junior clubs and patrols, attest to the family-wide appeal of the shooting game.

What is there about this sport that attracts those of all ages and divergent occupations? And what can it do to further family life together?

First of all, it meets the natural fascination of all for firearms. Properly guided, this fascination can be made a social and national asset, rather than a menace to society. Secondly, it answers the gregarious and competitive nature of man with a fair and disciplinary sport that bars no age or physical defect; and in this second factor lies the basic reason for shooting's universal appeal.

Not only is the robust ditch digger, bricklayer or police officer able to meet the demands of the shooting game, but the artist, professional man, industrial worker or physically handicapped person can compete on a just basis, owing to rules and peculiarities of the competition. Because physical strength is no measure of shooting success, and improved and varied gun sights aid those of failing eyesight, a wide variety of persons are able to excell.

There are instances where women shooters have triumphantly laid down their arms after running up scores that put their male companions to shame. Elderly men, using sights to compensate for their defective natural vision, have walked off with trophies that inexperienced "youngsters" have been striving to capture for years.

Even the physically handicapped find an official place in the shooting sport. The National Rifle Association, after

AUTHOR *is a staff member of the National Rifle Assn.*

due investigation, will grant concessions as to firing position to those who suffer a competitive disadvantage from loss of limb or other defect.

Fair classification of all shooters is another appealing aspect of the competition. This classification, based on past performances, groups those of comparable ability, thus insuring the keenest sporting satisfaction and just distribution of awards.

For youngsters, there is satisfaction in a manly sport which provides them with hunting skills and the means to excel in marksmanship. Strangely, too, they are attracted by the self-discipline it imposes—centering the target shot requires rigid self-control—so that this desirable character trait comes to them in a natural way. Boys, particularly, find romance in the story of the American rifleman, and feel a kinship with this national hero who has played so prominent a role in the creation and defense of his country.

As a family sport, then, shooting answers the demands of all. In addition, it is comparatively inexpensive—one gun for each member of the family or one gun for all members.

With all members of the family shooting, usually on the same range, there is a heightened sense of family identity. Families become friendly competitors and take pride in filial accomplishment. Dad oversees his children's game and appreciates and knows his sons and daughters better because they share a like interest. Mom is taken outside the humdrum circle of home demands, competes against men as well as women, appreciates and takes pride in her family in a new sense.

Much of the competition is conducted out-of-doors, providing a healthful atmosphere which sharply contrasts with the demoralizing influence of many of the present day's amusements. It is a game which promotes the nation's basic need—a united, healthy and happy family.

Sign Up, Grandma!

Margery Wells Steer

Grandma is making the headlines! One publication features an orchestra composed entirely of grandmothers; another carries a full page portrait of a grandmother laboring over her school work. Grandma Moses keeps popping up in print to prove that life begins for some people long after it ends for others.

Grandma, it seems, is a gold mine of energy and talent which is too often overlooked!

That all grandmothers are deeply interested in their grandchildren is obvious to anyone who listens to the spirited exchange of anecdotes and observes the proud showing of snapshots which takes place when groups of older women get together. Since this interest in the rising generation exists, why not put it to work for the children of the community?

It was this thought which prompted a young mother of four to rise in a school Mothers' Club meeting to propose a special campaign to enroll the grandmothers of the community as members. Mothers, she reminded the group, are generally so involved in round-the-clock care of their families that their time and strength for community work is limited even though their interest is not. Grandmothers have more free time, they certainly have more experience, and she would even go so far as to admit that they might have more skill and judgment in organizing people for action. Their help would be invaluable to the Mothers' Club and to all community programs and organizations which work for the welfare of children and youth. "We can't draft Grandma," she finished, "but let's give her a chance to enlist!"

In the family and community life of China, the older members have a place of special usefulness and respect. The Chinese people assume that years of living will yield some measure of understanding, and that it is the responsibility of the older generation to communicate the fruits of experience to those who follow them.

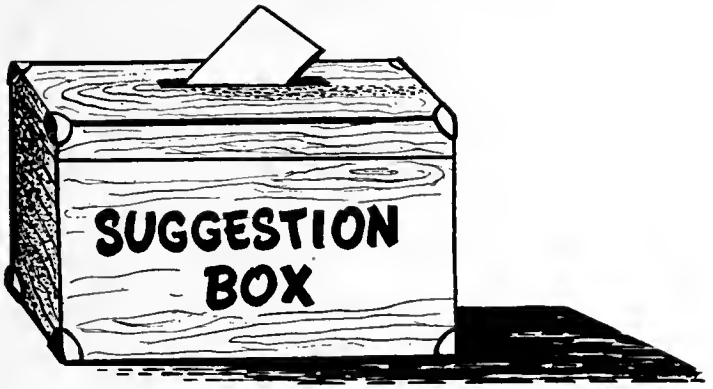
Families and communities which fail to make use of the experience and ability of grandmothers are wasting a valuable resource. The tendency of women to drop out of child study groups, parent teacher associations, and recreation programs as soon as they no longer have children in the local school is unfortunate for the child, the school, and the community. It is also unfortunate for the women themselves. If Grandma is not allowed to become an asset, she may become a liability—bored, unhappy, unwanted. She *can* be one of the most useful people in any community, and her contribution need not be limited to knitting and baby sitting.

One of the educational journals reports that in some communities grandmothers are being used in the schools as assistants to teachers with crowded classrooms and heavy schedules. They help with record-keeping, correct papers, supervise play periods, conduct field trips, and in a variety of ways are able to ease the teacher's load. They are especially useful as leaders of after-school hobby clubs. Both the children and their grandmothers benefit from the association with one another.

Child-serving organizations of many kinds are constantly in need of volunteers. They offer jobs which Grandma can have for the asking and which will provide her with activities as absorbing and satisfying as those of the most youthful career girl. In the fields of education and recreation, her skills, her hobbies, her interests and her insights are indispensable.

We are accustomed to being told that the children of a community are one of its greatest resources. So, we might add, are their grandparents. No community can afford to overlook the contribution they are equipped, and in many cases eager, to make.

MRS. STEER *is a grandmother and homemaker from Ohio.*



Sending Out Questionnaires

When sending out questionnaires to various recreation, or other, departments—always send the form *in duplicate*, one copy to serve as file copy for the department receiving questionnaire and the other to be returned to the department requesting information. I believe this not only would create a good feeling between the departments but would save a good deal of time. Thereby the department requesting information would get a reply sooner.—*Lynn Schmid, Dallas, Texas.*

Special Services

In one NRA district the association district representative is giving addresses to the officer classes of Special Services Schools. Says he, "I have never talked to a group that seemed to be more interested in learning about the resources and assistance available to them." In establishing a cooperative relationship with army personnel, therefore, it might be a good idea to call upon your DR for this type of service in your district.

Handy Helps

• Looking for materials for Charm School or good grooming program for Teen-age clubs? The Educational Services Department of Bristol-Meyers Company, 45 Rockefeller Plaza, New York 20, has attractive free material.

• Are your adult-age groups interested in making silver jewelry? Ask for a copy of *Making Hand Wrought Sterling Silver Jewelry*, an excellent manual available from the Craft Service Department, Handy and Harman, 82 Fulton Street, New York 38, New York. It's free to official recreation departments; $1 for individuals.

• Do you need a radio script or tape recording of how a teen-center and council got started in a small town? Write to The People Act Center, State College, Pennsylvania. Script is free; tape recording is $1.85. Other scripts and recordings are also available.

Good Promotion

A good idea was followed out in Topeka, Kansas, one year when a series of articles on Topeka municipal recreation had been appearing in the local press. They collected the articles and reproduced them, via photo offset, in a pamphlet used to promote the organization of a recreation commission, funds for which are the subject of a referendum vote this month. No additional copy needed to be added to these attractive handouts which effectively told their story of accomplishments and of the local recreation inadequacies resulting from lack of funds.

Recreation Directory

A worthwhile project for a recreation department to undertake is one such as is illustrated by the Nebraska Recreation Directory, 1951 edition. This identifies for citizens of the state the various religious, social and welfare organizations—national and local—which offer recreation projects in local communities. (The directory not only tells of each agency's purpose and function, but also gives the names and addresses of those persons who can supply additional facts and figures.) Issued by Community Services and Institutes of the University Extension Division of the University of Nebraska, the list includes such groups as the American National Red Cross, Boy and Girl Scouts of America, Great Plains Recreation Leaders' Laboratory, Future Farmers of America, National Recreation Association, Nebraska Congress of Parents and Teachers, Nebraska Folk and Square Dance Association, various departments of the University of Nebraska, and others. This might be done on a local or county basis.

Quickies

Two good suggestions come from Reading, Pennsylvania.

• A *bowling clinic* with local alleys donating free use for the clinic, and the American Bowling Congress sending a professional bowler to hold the clinic.

• A *playground patrol* run by the police department. Once each day a prowl-car drives slowly by each Reading playground, and if the director or superintendent has any problems he signals the car—whereupon it draws up and settles the matter, if necessary. This is all done in a very friendly, casual way. The director expects it; the youngsters look forward to it, and it gives to all a sense of protection and feeling of security.

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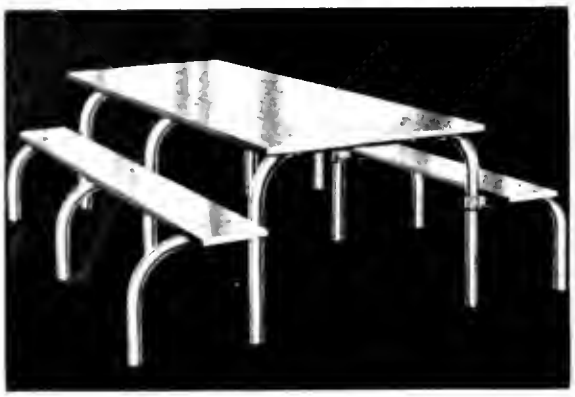

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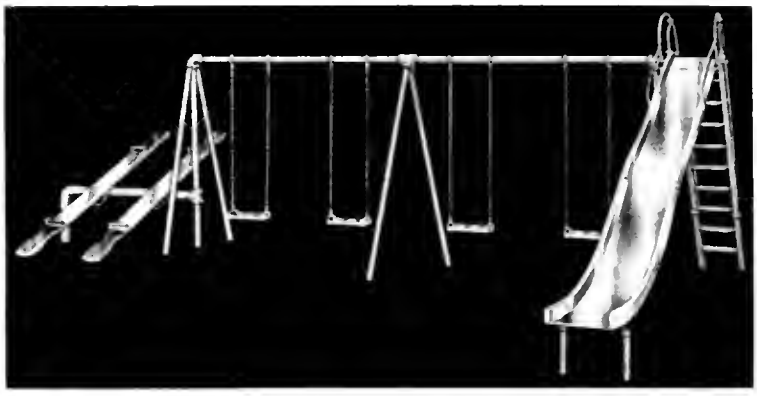

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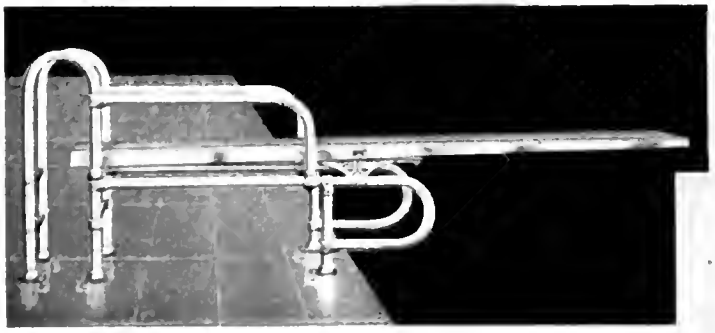

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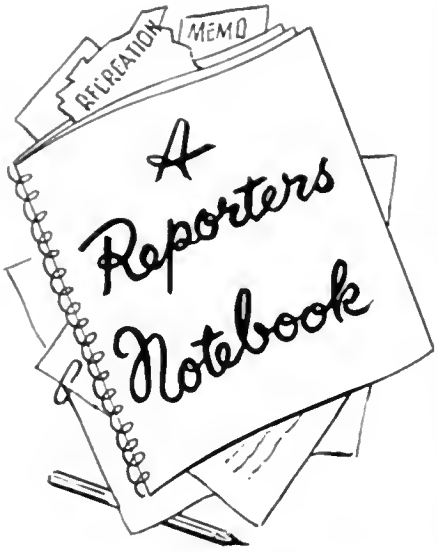


Summer Playground Echoes—1952

In Evanston, Illinois, the bureau of recreation again sponsored its eight-week summer playground program for retarded children. The five half-day week program of regular activities is supervised by one director, employed by the bureau, and salaries of other leaders are paid by parents.

And in Ogden, Utah, a rehabilitation play center for physically handicapped children was conducted for the second summer season, by an employee of the city recreation department. On the lawns of Utah schools for the deaf and blind, special play apparatus has been provided and some three hundred children throughout the city participate in the programs. Assistance is given by the mothers of the children.

Thanksgiving Fiesta

The script which will be used in the annual Thanksgiving fiesta in Honolulu has been written by a member of the recreation division's staff, Mrs. Shirley Lombard. Entitled "The Indian's Thanksgiving Dinner," it is based on an actual experience of Mrs. Lombard's maternal ancestor, who lived in Indian territory.

Looking Ahead to Christmas

Mr. Macy's Thanksgiving parade, welcoming Santa Claus to New York City, is rivaled by the annual Yule parade of the boys and girls in Fresno, California. Christmas lore and tales of Story Book Land are interpreted by means of miniature floats, mounted on coaster wagons or other juvenile conveyances and decorated by the children themselves: by marching, costumed groups, often accompanied by pets of assorted sizes; and by individual characterizations. Parade entries are sometimes reverent, as in the case of scenes from the Nativity, and sometimes comic, often beautiful, and always full of life and color.

Last year, the entire school and city playground staff engaged in organizing and marshalling the parade and Fresno State College students and Boy Scouts aided along the line of march. Recreation director Holman was in general charge at the assembly point and playground superintendent Quigley was the grand marshall. The parade was sponsored by the recreation department, *The Fresno Bee*, radio station KMJ and the downtown division of the Fresno County and City Chamber of Commerce.

Facts and Figures

Financed by a $1,000,000 bond issue, *Hutchinson, Kansas*, has completed a city sports arena building which will seat approximately 7,000 people—4,700 when it is used for basketball. Off-street parking is provided for 3,000 cars. The building contains offices, storage spaces, dressing rooms, a practice gymnasium, press and radio booths and eight concession stands.... A local club in *Brillion, Wisconsin*, sponsored a "frontier days" celebration which raised approximately $20,000—funds to be used for a park which the club is donating to the village.... One result of the study on recreation, made by the recreation informal education section of the *Houston, Texas*, community council, was an increase in the parks and recreation budget, to bring its 1952 appropriation to approximately $920,000. . . . The *Tennessee* Department of Conservation, division of state parks, is now including a section of recreation news in its monthly *Newsletter*. Printed on green paper to distinguish it from park news, the recreation section contains items from municipal recreation departments throughout the state. . . . A new registration fee of five dollars—increased from one dollar—for non-resident children using *Cincinnati's* public playgrounds became effective July 15. The legality of charging a child who lives outside of the city, but inside of the city school district, for using facilities on the property of the board of education, was passed upon by the city solicitor.

Help from the Public

The Boston Board of Recreation instituted, early in the year, a campaign to encourage the public to write to local neighborhood papers about the recreation picture in the community. The column in one paper, with the heading, "Recreation Clinic. What's the Beef?" explained that letters would be published, if possible, and would be considered by the board in planning more effective recreation.

"Sports" Note

In Reading, Massachusetts, a version of the great Olympic Games at Helsinki was cut to fit their playground program—Krazy Kolympics. The discus throw was a paper plate, a standing broad grin and water melon race were features, the impressive march to the field, under the chosen flag, was patterned on the Olympic program and a great dove of peace and many flags thrilled spectators and participants.

Community Park

A cemetery, which has not been used for burials for more than a half-century, has been turned into a community park in Batesville, Arkansas. Its old stones left intact, enhanced by new shrubbery and flowers, the formerly neglected spot is now a pleasant place in which to relax for the city's thousands of shoppers and their children who come by bus and car from surrounding rural areas. The project was sparked by the garden club, which donated $400 and secured approval of lot owners. All civic and service clubs in the city and some county demonstration clubs contributed to the financing of public rest rooms, walks and benches and drinking fountains.

Speaking of cemeteries, the Baton Rouge recreation and park commission believes it is the only recreation department in the country which is also responsible for the maintenance of a cemetery.

Church Recreation Institute

Francis Sugrue

The laughter of sixty-three Roman Catholic nuns dancing and playing games with quiet merriment rippled like a fresh breeze across the campus of Ladycliff College for four days last spring.

It is not a strange thing to hear a nun laugh. But it is not usual to see one swing a bat, or toss a basketball against a backboard, or dance the Lindy Hop, or perform a card trick, or crouch over a campfire to toast marshmallows.

Although the sisters from fifteen different religious orders enjoyed themselves, the occasion was not exactly a holiday for them. There was serious business involved in each of the one hundred and one games they played.

The sisters were attending a recreation institute sponsored by the child care department of New York Catholic Charities at Ladycliff College, a Catholic women's college adjacent to West Point.

They were learning the latest techniques of recreation for one purpose: so that they might the better restore a birthright to more than 5,000 neglected and dependent children in the New York Archdiocese. The nuns believe that fun and play is one of the essential rights of childhood.

They learned the rules and tricks of basketball to help channel the energies of the active and aggressive, a hatful of magic tricks to teach the timid and shy and give them confidence, and certain games that will offer play to the crippled and handicapped. They have also gained this knowledge: that in play crippled children move limbs which they were afraid to move before: that puzzles and guessing games are good for children with cardiac disorders.

That was the real reason why white-robed Dominican Sisters were teaming up with gray-garbed Franciscans for a little baseball, and why the Sisters of Charity in black bonnets were swinging their partners, the white-wimpled Sisters of Christian Doctrine, in square dances while one of the Sisters of Mercy in a black habit called the numbers.

The Rev. Michael F. Dwyer, director of the division of child care of Catholic Charities, told the women. "A tremendous void for which there is no adequate substitute is created in a child's life when he loses or is separated from his parents. You Sisters can to some degree fill the emptiness in their lives by giving them a chance for play and recreation which will stimulate them to do things and inspire in them initiative."

Mrs. Anne Livingston of the National Recreation Association, one of the institute leaders, reminded the nuns that there must be four major recreational interests—physical, mental, creative and social—to make a well balanced program.

There are track, swimming, basketball and tennis for physical recreation; quizzes, study clubs, debates and crossword puzzles for the mental variety; drama, music, arts and crafts in the creative field; and picnics, parties, dances and special events to fill the social needs.

Others directing the instruction were the Rev. Terrence Cooke, assistant director of the department of youth activities of Catholic Charities; Miss Eulalie Steinmetz, supervisor of story telling for the New York Public Library, and Sister M. Hortense, of the Sisters of Mercy, Tarrytown.

Catholic nuns from fifteen different religions orders learned many new play activities.

Reprinted with permission from *New York Herald-Tribune*, April 21, 1952.

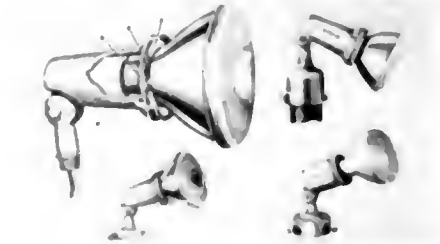
Recreation MARKET NEWS

Weatherproof Lamp Holder

A new weatherproof lamp holder, the Stonco Cushion-Seal Holder, designed to prolong lamp life and end common lamp headaches in outdoor lighting, is manufactured by Stonco Electric Products Company, 333 Monroe Avenue, Kenilworth, New Jersey. The holder makes use of a high temperature, silicon rubber cushion-seal that hugs the neck of the lamp in a tight weatherproof seal which is reported to withstand the highest heat to which the lamp could be subjected and the most adverse weather conditions in outdoor service.

The new unit is made of non-corrosive cast aluminum with a glazed porcelain heatproof socket. The silicon cushion-seal is backed with an impregnated asbestos heat barrier and locked in place by a rigid aluminum reinforced disc.

The cushion-seal adapts itself to fit all R-40 and PAR-38 lamps, whether long, short or off-center. It carries UL and CSA approval for use with medium base or mogul reflector lamps in the standard 150w, 200w, 300w, and 500w sizes now made by all major lamp manufacturers. Light weight holders of this type provide brilliant area floodlighting when used in cluster installations and the single lamp units provide supplementary highlighting for many types of outdoor illumination and display.



Rubber Tire Roller Skates

Roller skating can be added to recreation programs at little cost or difficulty by using roller skates with rubber wheels which will not mar, scratch or damage floors. A clamp type skate (Model No. 785-5) is manufactured by the Chicago Roller Skate Company, Chicago 24, Illinois, for use in gymnasiums, halls and ballrooms. Roller skating is extremely popular with teenagers and provides sound, healthful recreation. Write to the company for information on how to start roller skating programs.

Swimming Pool Radiant Heating

Workmen embedded a radiant heating system of wrought iron pipes in the floor-deck of Miami University's new natatorium in Oxford, Ohio, which paralleled accomplishments of the Romans in Bath, England, two thousand years ago. Although this is the *first recorded use of radiant heat* in connection with present-day swimming pool construction, Romans, during their occupation of England, circulated hot gases from charcoal fires through walls and floors of buildings housing the baths. The modern floor-type radiant heating system installed in the natatorium of Miami University uses heated water circulated through the network of wrought iron pipe at controlled temperatures. For details write to the A. M. Byers Company, Clark Building, Pittsburgh 22, Pennsylvania.

Krilium

Krilium—a new compound now being prepared in noncommercial quantities—offers interesting possibilities for park maintenance, among other things. This stabilizes the soil, and permits it to hold greater amounts of moisture, thus helping to prevent erosion, while keeping the top layers of soil soft and workable. Descriptive articles have appeared in *Country Gentleman*, March 1952, and other magazines. A film on the use and possibilities of Krilium is obtainable from the Advertising and Public Relations Department, Monsanto Chemical Company, St. Louis 4, Missouri. Other similar products are now on the market under different trade names.

Model Oil Field Kit

A new kind of "learn-by-doing" kit which can be assembled into a complete and authentic scale model of a producing oil field is now available. It offers a new way to learn with all the zest of play and creative work combined. In addition to containing the essential elements of a real oil field—including exploration parties, crewmen, derricks, wells, storage tanks and trucks—the kit provides a large drawing showing the underground strata in which oil is found. An illustrated "Teaching Handbook," which enables any adult to give necessary instruction for assembling the balsa wood, dowels, buttons, spools and dress snaps that make up the scale model, explains each step of the exploration, drilling, production and storage of oil. This handbook and the supplementary "Story of Oil," which is included, were developed by the Educational Section of Standard Oil Company of California. The cost of the kit is $3.95 postpaid. Discounts are allowed to institutions, clubs and other buyers of quantity lots. For kits or information write Models of Industry, Incorporated, Department B, 2804 Tenth Street, Berkeley 2, California.

Listening and Viewing

Perhaps the largest sponsor of 16mm films is our federal government. Certainly, its interest in their production has grown since 1938, when the first directory of government films was issued, containing three hundred seventy-nine titles. The 1952 catalogue, issued by the Visual Education Service of the United States Office of Education, is entitled *3434 United States Government Films.* Titles are listed alphabetically and described, but not indexed by subject. Films may be borrowed, purchased from United World Films, 1445 Park Avenue, New York 29, or rented from the nearest 16mm film library. From Superintendent of Documents, Government Printing Office, Washington 25, D. C. $.70.

Available from the same source, is *A Directory of 2002 Film Libraries* which lists the titles and nature of 16mm films available from each library, and any special restrictions on their distribution and use. $.30.

Other additions to the reference shelf of the audio-visual leader might be the following:

Handbook on 16mm Films for Music Education, prepared by Lilla Belle Pitts of Teachers College, Columbia University, primarily compiled for teachers of music and listing films to be used as educational materials, but useful to any leader planning a music program. In fact, the suggestions offered on the "why" and "how" of the use of music films are applicable to films on any other activity in the program. Of general interest, are the films "For Everybody," and "Information Films." More specialized, are "Music Films for Correlated Units of Study (Arts, Sciences)" and "Skill Films (Concert and Recital)." The resource section is an excellent foundation for the reference shelf of any audio-visual department. It contains directories of government film services; local, state and university film libraries; commercial producers and distributors; resources available at the public library and lists pamphlets, periodicals, bulletins, catalogues and books. From Music Educators National Conference, 64 East Jackson Boulevard, Chicago 4. $1.50.

Films on Art lists and appraises over four hundred fifty 16mm films on art subjects. It serves as a textbook on the use and programming of the art films, as well as of the non-theatrical film in general. Edited by William McK. Chapman, it contains articles by well known authorities in the film and art fields. From The American Federation of Arts, 1083 Fifth Avenue, New York 28. $4.00. ($3.20 to federation members.)

More Publishers' Records

Big and little Golden Records, unbreakable and bright yellow, are becoming as well known as the books by the same name. Among new fall titles, many drawn from popular radio programs and motion pictures, particularly Walt Disney's productions, are:

Treasury of Christmas Songs (BR11), twelve Christmas carols.

Songs from Walt Disney's Story of Robin Hood (DBR5), complete story in ballad form, songs from recently released motion picture. $1.05 each.

Gilbert and Sullivan (R92), first release of a proposed series. $.25.

Also available for Christmas are *Little Golden Christmas Albums* (LGR1 and LGR3), four records each. $1.00. Released by Simon and Schuster, 630 Fifth Avenue, New York 20.

Tape Recording Into Sound Film

Do you have good vacation or camping films which would make an interesting "movie" program, if they were accompanied by a commentary? The Revere Camera Company has developed a special magnetic recording tape to be used in conjunction with a reflector on any tape recorder with a speed of 3.75 which, combined with any size or type of projector, will add sound after a film has been processed. The tape recorder is threaded with the special tape and set up slightly below and in front of the lens of the projector, to which the clamp-on reflector is attached. When the projector is started and the tape and film are synchronized, the recording is made by speaking or playing music into the recorder's microphone. The sound may be played in synchronization with the film as many times as desired. Errors in recording may be corrected. Reflector and special tape cost $7.85.

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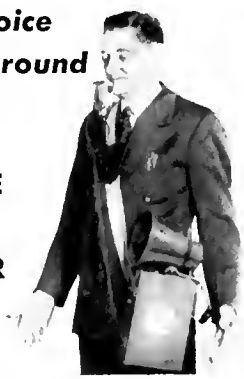

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Books Received

ALL SPORTS PARADE, Jack C. Dawson. An encyclopedia of sports history. Hart Publications, New York. $2.95.

FLYING SPORTSMAN, THE. Lieutenant Colonel Dave Harbour. How to use the airplane for hunting, fishing and conservation purposes. A. S. Barnes and Company, New York. $3.00.

GENEVA SUMMER. Elizabeth Hamilton Friermood. A romance of College Camp. Doubleday and Company, Garden City, New York. $2.50.

GOLDEN BOOKS: THE NEW GOLDEN ALMANAC, Kathryn Jackson; WALT DISNEY'S PETER PAN, James M. Barrie. $1.50 each. BABY ANIMALS, Garth Williams. $1.00. THE CHRISTMAS STORY, Jane Werner; HOWDY DOODY AND THE PRINCESS, Edward Kean; LADDIE AND THE LITTLE RABBIT, Bill Gottlieb; WALT DISNEY'S DONALD DUCK AND SANTA CLAUS, Annie North Bedford; WALT DISNEY'S PLUTO PUP GOES TO SEA, Annie North Bedford. $.25 each. Simon and Schuster, New York.

HIGHER JUDO, M. Feldenrais. Frederick Warne and Company, New York. $2.50.

HOW TO WORK WITH GROUPS, Audrey and Harley Trecker. Woman's Press, New York. $3.00.

PHYSICAL EDUCATION ACTIVITIES, SPORTS AND GAMES, Louis E. Means. William C. Brown Company, Dubuque, Iowa. $4.00.

THE RIGHT WAY TO PLAY CHESS, D. Brine Pritchard. Emerson Books, Incorporated. $2.00.

SCIENCE FICTION NOVELS: ISLANDS IN THE SKY, Arthur C. Clarke; MISTS OF DAWN, Chad Oliver. John C. Winston Company, Philadelphia. Paper bound, $2.00 each.

SPREAD FORMATION FOOTBALL, Leo R. Meyer. Prentice-Hall, New York. $3.95.

STUDYING STUDENTS—GUIDANCE METHODS OF INDIVIDUAL ANALYSIS, Clifford P. Froehlich and John G. Darley. Science Research Associates, Chicago. $4.25.

THAT'S MY DOG! Leon F. Whitney. Fiction. Dodd, Mead & Company, New York. $2.75.

THUNDER ROAD, William Campbell Gault. Fiction dealing with racing cars. E. P. Dutton and Company, New York. $2.50.

TREES, Herbert S. Zim and Alexander C. Martin. A guide to familiar American trees. Simon and Schuster, New York. Paper, $1.00.

Pamphlets

AND PROMENADE ALL, Helen and Larry Eisenberg. A collection of folk games and square dances. Helen and Larry Eisenberg, 2403 Branch Street, Nashville, Tennessee. $1.00.

ART ACTIVITIES ALMANAC, first and second editions. Things to do, explained and illustrated. Art Education Alumnae Association, Art Education Department, Wayne University, 100 West Kirby, Detroit 2, Michigan. First edition $1.75. Second edition $1.25.

ATHLETIC INJURIES, Rollie Bevan. Treatment for injuries frequently incurred in competitive sports; a manual for trainers. Denver Chemical Manufacturing Company, 163 Varick Street, New York 13, New York.

BOOK OF CIVIC DEFINITIONS, A. Foundation for Civic Education, 62 East 80th Street, New York. $.35.

COOPERATIVES LOOK AHEAD, THE, Jerry Voorhis. Public Affairs Pamphlets, 22 East 38th Street, New York 16. $.25.

GAMES, RHYTHMS, DANCES, C. Jean Barnett. George Stanley Company, 1225 South Biscayne Point Road, Miami Beach, Florida.

GETTING ALONG WITH PARENTS, Katharine Whiteside-Taylor. Science Research Associates, 57 West Grand Avenue, Chicago 10. $.40.

HELPING BROTHERS AND SISTERS GET ALONG, Helen W. Puner. Science Research Associates, Chicago. $.40.

MAKING AND KEEPING FRIENDS, William C. Menninger. Science Research Associates, Chicago. $.40.

NATIONAL HEALTH COUNCIL DIRECTORY OF MEMBER ORGANIZATIONS, National Health Council, 1790 Broadway, New York 19, New York. $.50.

OLD WOOD IN NEW WAYS, Naida Gilmore Hayes. Decorative arrangements, with photographs. The Hayes Studio, 2353 Vine Street, Berkeley, California. $1.00.

OUR AUSTRIAN DANCES, Herbert Lager. The National Press, Millbrae, California.

OUR PUBLIC SCHOOLS. Report of the Superintendent of Schools, New York City, 1952; Part Two—Instructional Materials. Board of Education, New York City.

PLAY GROUPS FOR CHILDREN OF SCHOOL AGE, Miriam Cohen Harper. Play Schools Association, 119 West 57th Street, New York 19. $.75.

ROLE PLAYING THE PROBLEM STORY, George and Fannie R. Shaftel. Commission on Educational Organizations, National Conference of Christians and Jews, 381 Fourth Avenue, New York. $.25.

SOURCES OF FREE PICTURES; SOURCES OF FREE AND INEXPENSIVE PICTURES FOR THE CLASSROOM; SOURCES OF FREE AND INEXPENSIVE TEACHING AIDS, Bruce Miller. Bruce Miller, Box 369, Riverside, California. $.50 each.

STATE PARKS—AREAS, ACREAGES AND ACCOMMODATIONS. United States Department of the Interior, National Park Service, Recreation Planning Division, Washington, D.C.

UP AHEAD—A REGIONAL LAND USE PLAN FOR METROPOLITAN ATLANTA. Metropolitan Planning Commission, Atlanta, Georgia.

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Magazines

BEACH AND POOL, *September 1952*

Successful Pool Operation Begins with Careful Planning and Consultation, Wayne A. Becker.

Can We Devise an Electric Distress Alarm for Swimming Pools?

"Back-Pressure Arm-Lift" Resuscitation, Victor G. Lawson.

PARK MAINTENANCE, *September 1952*

Plan—or Else, Robert B. Bryan.

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Music for Early Childhood

Mary Jarman Nelson and Gladys Tipton. Silver Burdett Company, New York. $3.20.

Here is a wonderful book of songs, carefully selected, beautifully printed and illustrated, for youngsters of kindergarten and early elementary school age. It is well organized and includes separate sections of songs and music for rhythms, for simple musical instruments, for listening to, for telling stories, for holidays and for singing at home. Music, words and action are all given.

Each selection has a short introduction describing a real-life situation and how the songs are used in it. These short prefaces are informal, but of great value to leaders and teachers of young children. A classified index is also very helpful.

If you deal with young children in your program—whether in school, in the recreation center, on the playground or at home—this will be a book you will never part with. *Highly recommended.*

We cannot leave this review without giving special praise to Lillian Chestney and Ellen Simon, the illustrators. Their work is not only lovely, but full of imagination, humor, and understanding of childhood.

A Columbia record album, *Songs from Music for Early Childhood*, MJV-141, $4.55, contains four unbreakable records of many of the songs in this book and should be very helpful.

Betty White's Teen-Age Dance Book

David McKay Company, New York, $3.50.

Expressed in words boys and girls can understand, and filled with warm understanding of teen-age points of view, this book should prove very useful, either to put into the would-be dancer's hand or to suggest the approach for a leader. Specific dance instructions with step diagrams are given for the foxtrot, waltz, Charleston, lindy, one step, rhumba, mambo, tango, samba, Viennese waltz, polka, Virginia reel and basic square dance. Also included are several grand march formations, play party games, elimination dances and mixers, as well as suggestions for organizing dances, decorations, refreshments, admission ideas, and a section on etiquette with straight-from-the-shoulder how-to-do-it tips.

Vitalized Assemblies

Nellie Zetta Thompson. E. P. Dutton and Company. $2.00.

While this book of *two hundred programs for all occasions* is directed to school people, anyone who is responsible for a series of meetings will find it helpful. Miss Thompson's fundamental idea is that school assemblies should grow out of the educational life of the school and encourage wide participation, giving students an opportunity to create, to direct and produce which may never again be a part of their life experience. This same basic principle, of course, applies to recreation centers.

The chapter on planning programs for the year contains sound ideas on types of programs, source for materials, and questionnaire check-lists to aid in evaluating a program before deciding whether or not to use it—which are unusual and helpful. Another chapter lists many good program suggestions for all the holidays and special occasions and also programs for special classes and clubs.

Recreation For Community Living

Participants in National Recreation Workshop. The Athletic Institute, Chicago. $1.25 paper.

This 168-page book pools the experience and knowledge of thirty leaders, from many fields of recreation, in a cooperative effort to develop a set of principles for the guidance of individuals and agencies interested in recreation. It represents the findings of a ten-day national workshop held last May under the auspices of The Athletic Institute.

The book is divided into two sections, the first of which is given over in part to defining the nature and scope of recreation and its significance, not only to the international scene but also on down the line to the single human individual. It also reviews the historical stages of the development of recreation from colonial times down to the present postwar era, and outlines the great variety of organizational patterns that have developed in our American life over the years. Municipal recreation is just one of seventeen of these organizational patterns. The first section of the book leaves no doubt in one's mind that recreation has truly become "a basic human need, a part of daily living in all communities."

The second section suggests a list of principles as a helpful guide to agencies or individuals having responsibility for any phase of recreation. One set of principles is broken down for application to six age groupings; another according to fourteen classifications of citizen responsibility, and a third to cover nine principal agency and organizational groupings. The fourth and last set of principles, perhaps the most important of all and growing out of all the other considerations, covers the field of planning for recreation, under the headings of general principles, leadership, program, finance, areas and facilities.—*George A. Nesbitt*, Correspondence and Consultation Service, National Recreation Association.

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Recreation Leadership Courses

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HELEN M. DAUNCEY Social Recreation	Wichita Falls, Texas November 10-13	Albert B. LaGasse, Superintendent of Recreation and Parks
	Brownwood, Texas November 17-18	William Brown, Superintendent of Recreation, City Hall
	San Angelo, Texas November 20-21	Neil McDonald, Chairman of the Youth Center Board, c/o Insurance Agency, Naylor Hotel
	Enterprise, Alabama December 1-4	J. R. Snellgrove, City Board of Education
	Columbiana Shelby County, Alabama December 8-11	W. W. Elliott, County Superintendent of Schools
	Greenville Butler County, Alabama December 15-18	Frank H. Echols, County Board of Education
	Detroit, Michigan January 6-7	Henry A. Lacy, Chairman, Program Committee, The Michigan Association of Children's Institutions, P. O. Box 4746, Detroit, Michigan
	Flint-Saginaw, Michigan January 8-9	Henry A. Lacy, Chairman, Program Committee, The Michigan Association of Children's Institutions, P. O. Box 4746, Detroit, Michigan
	Grand Rapids, Michigan January 12-13	Henry A. Lacy, Chairman, Program Committee, The Michigan Association of Children's Institutions, P. O. Box 4746, Detroit, Michigan
ANNE LIVINGSTON Social Recreation	Brunswick, Georgia November 6	Georgia Recreation Society
	State of North Carolina January 12-29	James S. Stevens, Jr., Acting Director, North Carolina Recreation Commission, Education Building Annex, Room 134, Raleigh
	(Mrs. Livingston will be on leave of absence during most of this period)	
MILDRED SCANLON Social Recreation	State of Vermont October 27-November 7	Mrs. A. O. Brungardt, Vermont Director of Recreation, Montpelier
	Myrtle Beach, S. C. November 10-12	South Carolina Recreation Conference
	Radford, Virginia November 17	David Bisset, Superintendent of Recreation, Park and Recreation Department, Box 1065
	Winston, Alabama January 5-8	C. B. Campbell, County Board of Education, Double Springs, Alabama
	Marshall County, Alabama January 12-15	M. G. Rains, County Board of Education, Guntersville
	Coosa County, Alabama January 19-22	Hubert L. Street, County Board of Education, Rockford
	Washington County, Alabama January 26-29	T. B. Pearson, County Board of Education, Chatom
FRANK A. STAPLES Arts and Crafts	Ypsilanti, Michigan November 17-20	Ross Kressler, Superintendent, Department of Parks and Recreation, Gilbert Community House, 227 North Grove Street
	Chattanooga, Tennessee January 19-29	Francis A. Bishop, Director of Recreation, Department of Public Utilities, Grounds and Buildings
GRACE WALKER Creative Recreation	Durham, North Carolina November 3-6	Irwin R. Holmes, W. D. Hill Community Center, 1308 Fayetteville Street
	Asheville, North Carolina November 10-20	Mrs. Lucy Herring, Supervisor of Negro Schools, 91 Broad Street
	Niagara Falls, New York December 1-4	Myron N. Hendrick, Director of Recreation, Department of Parks and Recreation

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, content of course, registration procedure, and the like, communicate with the sponsors of the courses as listed above.

Christmas Aids

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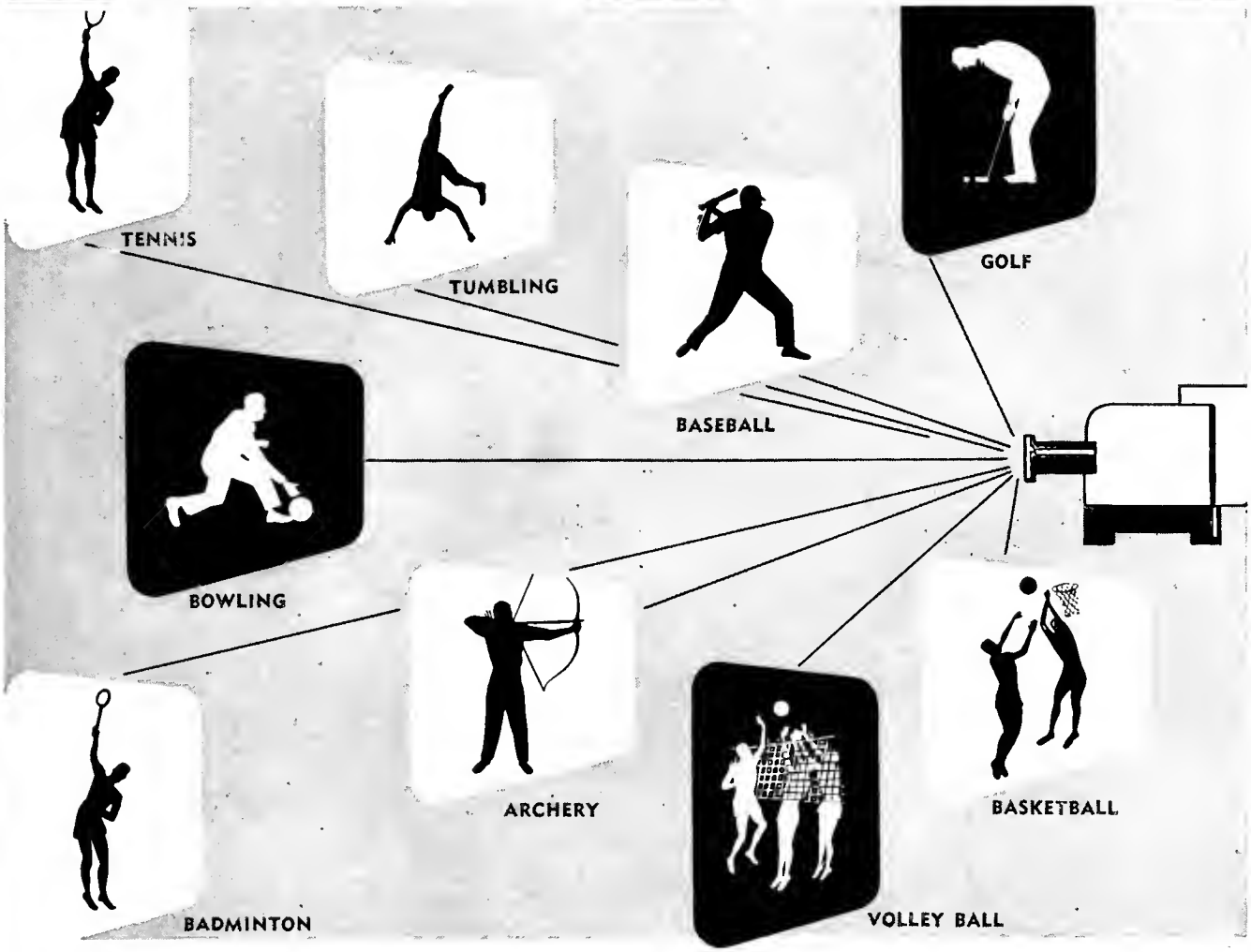

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DECEMBER, 1952

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Editor, DOROTHY DONALDSON
BUSINESS MANAGER, ROSE JAY SCHWARTZ
ASSOCIATE EDITORS
Recreation Administration, GEORGE BUTLER
Program Activities, VIRGINIA MUSSELMAN

Vol. XLVI Price 35 Cents No. 7

On the Cover

Nature's own decoration contributes a white Christmas, enhancing recreation indoors and out, in this joyous season. As in this picture, it takes but little imagination to hear sleighbells, gay laughter, and to see a Yule log blazing merrily on the hearth. Photo courtesy of Sun Valley News Bureau, Steve Hannagan Associates, New York.

Next Month

Thoughts in the New Year turn to self-evaluation, housecleaning, the strengthening of program and administration. Our January issue has been planned to help you. The fine editorial on "The Spiritual Aspects of Recreation," by the Right Reverend Stephen F. Bayne, Jr., Bishop of Olympia, and "Recreation and the Richer Life," by Dr. Anderson, as well as a fine set of New Year's resolutions, will give you plenty to think upon. "Community Center Housekeeping" will bear careful reading, and "Recipes for Fun" will be on the subject of bulletin boards.

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A Service Organization Supported by Voluntary Contributions

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Things You Should Know . .

▸ CHLORINE DELIVERY PROVISIONS and percentage ceilings on marketable production were eliminated on November 18 by the National Production Authority, United States Department of Commerce. This action was taken through revocation of M-31, the chlorine order, and was made possible because, for the past six months, the supply of chlorine has been adequate to meet the demand.

▸ ONE OF THE RECOMMENDATIONS adopted at the National Conference on Cooperation in Aquatics, held at Yale University in October, was that a committee be appointed to make a study of the design and construction of outdoor swimming pools, and to report their findings at the next session.

▸ THE MUNICIPAL FINANCE OFFICERS ASSOCIATION reminded members in its January, 1952 Newsletter, that their budget program should include provision for attendance at the association's annual conference. Likewise, this would be a good time of year for recreation executives to get in touch with their local municipal finance department about attendance at the National Recreation Congress in Philadelphia, Sept. 28—Oct. 2, 1953. And don't forget provisions for board members!

▸ A CAMP SURVEY, to provide helpful data on all phases of camps and camping, is being conducted under the sponsorship of the American Camping Association. This is the first survey of its kind in this field, and will include facts about over-all financial operation.

▸ A NEW PUBLICATION on community-military program, being put out by the Defense Related Services of the NRA, is entitled *Christmas*. It carries activity suggestions for that season of the year. Available *free*, from the National Recreation Association.

▸ ANNOUNCEMENT WAS MADE, at the Pennsylvania Recreation Society Conference, October 23 and 24, of the appointment, by Governor Fine, of a state recreation council.

▸ AT THE REQUEST OF THE U. S. AIR FORCE, the National Recreation Association is compiling a list of industrial firms which publish material, or provide other types of assistance useful in planning and operating recreation programs.

▸ A LIST OF SPRING AND SUMMER short term training opportunities will be published in the February, 1953 issue of RECREATION. This is absolutely the *last call* for those who wish to have their institutes, conferences and workshops included. Send in by return airmail, and keep your fingers crossed.

▸ TWO PUBLICATIONS HAVE JUST BEEN RELEASED by the State of California Recreation Commission—*Directory of Public Agencies Providing Year-Round Services* and *Comparative Data on Finances and Personnel*. The former can be purchased from the Documents Section, State Printing Office, Sacramento, at twenty-six cents, including tax; while the latter can be procured upon request from the Recreation Commission, 909½ Eighth Street, Sacramento 14, California.

▸ AN ORDINANCE ALLOCATING $80,000 for the construction of a swimming pool was recently adopted by the city commission of Jersey City, New Jersey.

▸ THE RESULTS OF A STUDY of 5,000 school children in grades three through eight, in the Albany public schools, will soon be published by the New York State Youth Commission under the title, *Reducing Juvenile Delinquency—What New York State Schools Can Do*. Dr. Ralph B. Spence, educator consultant to the Youth Commission and executive officer of the Columbia University Teachers College Advanced School of Education, is the author.

▸ BEGINNING DECEMBER 1, 1952, the Pacific Southwest District office of the National Recreation Association will be located in Room 1009, 606 South Hill Street, Los Angeles 14, California.

Recent Bond Issues

▸ A $150,000 bond issue was approved in Kinston, North Carolina, for capital improvement and land acquisition.

▸ The state of Rhode Island passed, by a two to one majority, authorization for a $500,000 bond issue to develop two beach areas in that state.

▸ The voters of Evanston, Illinois, approved a referendum, by a five to one vote, for a substantial budget increase for the recreation department. In terms of budget, this means that up to $150,000 may now be budgeted as against a top of $69,000 previously. It also represents a splendid vote of confidence for the recreation superintendent, Mr. Charles T. Byrnes.

▸ In Essex County, New Jersey, a successful referendum vote granted permissive legislation to levy one mill instead of a three-quarter mill tax for maintenance of county parks.

▸ The recreation referendum in Topeka, Kansas was successful by a vote of 23,506 to 10,247. This means that, under the state law, it will now be possible to levy up to one mill for the establishment of a joint school-city recreation commission and the employment of a year-round recreation director.

Job Opportunities

Vacancies for Service Club Directors have been announced by the Second Air Force with installations in Florida, Georgia, Louisiana, Missouri, Ohio and Puerto Rico. Single women are preferred, with United States citizenship, and between the ages of thirty and forty-five. Requisites include college graduation, with three years of recreation experience. Substitutes for a college degree are considered. Basic salary, $4,200.

Prospective candidates should get in touch with Miss Frances Hedgbeth, Recreation Director-Librarian, Headquarters Second Air Force, Barksdale Air Force Base, Louisiana.

THE SEASON'S GREETINGS

A Christmas Wish*

For every child the right to grow in stature strong and free
And grace to grow in fellowship; in his own right to be
A loyal, able citizen, endowed for liberty.

For every child a world at peace, a world where hate and fear
Will not destroy brave, youthful dreams; where sympathy and cheer
Awaken joy and glowing faith, to light each hope-bound year.

ANNA H. HAYES

from RECREATION MAGAZINE

NATIONAL RECREATION ASSOCIATION

*Reprinted through courtesy of Mrs. Hayes, National Congress of Parents and Teachers.

Recreation in America Today

Joseph Prendergast

The following message was presented in Mr. Prendergast's address to the 34th National Recreation Congress.

I believe that the last two years, above everything else, have sharpened the vision of things to come. The local recreation picture is no longer a picture of service only within the walls of community recreation buildings or within the fences of neighborhood playgrounds and playfields. The recreation needs and demands of the American people are breaking through these limiting boundaries. To meet them adequately, the local public recreation executive has the responsibility of providing the community with the leadership necessary to use all recreation resources and services available for the people's recreation. The American people today also want a balanced recreation program beyond the political boundaries of the local communities in which they live. County, metropolitan, district, state and national resources must all be used and the community recreation executive must have the vision to see the ways in which these extra-urban resources can contribute to his service to the people. If the recreation executive is to maintain his position as the recreation leader of his community, he must have the imagination to see new trends, to take advantage of the opportunities which they bring to him, and to be alert and vigorous in his leadership.

Since June 1950, there has been considerable reorganization of the National Recreation Association under which, among many other things, has been the formation of district advisory committees. These, I am convinced, can become an important force for the advancement of recreation in each of the districts. It is also hoped that through these district advisory committees, and through district offices, closer service relationships can be established by the association with the professional societies and other recreation organizations of the districts, just as closer relationships are being established at the national level between the more recently organized national advisory committees of the association and national organizations.

It is of the utmost importance to the national recreation movement, as well as to the individual recreation executive and the local recreation agency, that as many recreation leaders as possible should have some active experience and participation in the field outside of their day-to-day single community work. That is how the individual can grow and advance in his chosen career; that is how the local agency can benefit from the experience of other agencies; that is how the national recreation movement can develop the philosophy and the leadership necessary in the world today.

But let there be no mistake. The finest trained professional leadership in the world and the best possible teamwork between the National Recreation Association and professional recreation workers and their societies is not enough, no matter how perfect that teamwork may be.

You can't win a football game, or any other contest, with only two-thirds of a team. It seems to me that recreation is analagous and equivalent to education and that we might therefore learn from the experience of the public education movement.

There is probably no better organized and administered professional organization than the National Education Association and the finest of teamwork exists between that association and the education profession; in fact, I believe the association has approximately 500,000 professional members—but they have found that such perfect teamwork between a service organization and a profession is not enough.

More and better facilities, more and better teachers and more financial support from the community are considered the three most pressing needs for public education today (and I could also add for public recreation). The NEA and the teachers of the country have found that they cannot meet those needs through their own efforts. They have found that they must have the general support of the public, and they have learned that such support can be obtained only through lay leadership.

As a result, two years ago a National Citizens Commission for the Public Schools was established and every effort has been made since then to win lay citizen support and build lay groups in every community to help the schools. Throughout the nation local citizen groups are being founded to work for better school facilities for all the children. An estimated 5,000 such citizens' organizations, consisting of every segment of the community, have already been established.

Educators are citing this tremendous growth of citizen interest as one of the most encouraging developments of the last five years. They have come to realize that there is no more effective channel through which the nation can strengthen and develop the entire structure of our public school system than through citizen participation.

And what has the national recreation movement been doing about this during the past few years? Speaking frankly, I would say we have been too preoccupied with our own growing pains to do much, and we are losing our public support. Even the long-accepted and well-established citizen recreation boards and commissions have been dropping by the wayside and the neighborhood groups are no longer as active in many recreation systems as they used to be. We are in danger of cutting ourselves off from

the very source of our strength: the people of our communities and their natural leaders.

The history of community recreation is the oft-told story of a small citizen group becoming interested in some phase of recreation and then going on to a greater understanding of a community's need for recreation until a community-wide, year-round, tax-supported recreation program has been established under professionally trained leadership.

I believe that as members of the team, the association and the professional workers should together seek their missing team mate—the lay citizen interested in recreation.

I believe the framework of organization exists if we will but restore it to its proper place. During World War I the association established what was called the War Camp Community Service. It did so at the request of the War Department in order to obtain community cooperation to take care of the recreation needs of the soldiers from the training camps. It was eminently successful in enlisting the wholehearted support of the outstanding national and community leaders of the country.

After the war similar work was carried on under the name of Community Services and a great deal more was accomplished for the recreation movement. Then came the frenzied years of prosperity and the disastrous years of the depression and, for many reasons which I cannot go into here, the emphasis shifted from the citizen interested in recreation.

Now I believe is the time to restore the balance. Both citizen leader and professional worker are necessary if America is to realize its recreation potential. Today the National Recreation Association has board members from every corner of the country. It should have more.

Today the association has 350 honorary members and sponsors. Through these honorary members, the support of many groups is obtained and, through the sponsors, many thousands of lay citizens are now being reached. There should be more honorary members, more local sponsors, more individual citizen support.

Today local recreation boards and their lay members have varying degrees of relationship with the association, but this should be a stronger, a closer relationship and all boards should be part of the recreation movement.

Of all community agencies, the recreation agency is or should be closest to the hearts of the people. It should receive the greatest support from the leaders of the community. I think you will agree with me that there is an important job for us to do before it is too late. We must welcome the lay citizen to the recreation team and we must start doing it now.

There should be teamwork between the National Recreation Association, individual local, state and national recreation agencies, public and private, and professional recreation workers and their societies and associations on all levels. Yes—but more than that, teamwork between all men of good will, be they professional workers, lay board members or community leaders, who have at heart the best interests of recreation in America and in the world. On such a team, I ask for the National Recreation Association not the high place of leadership, but the humble place of service.

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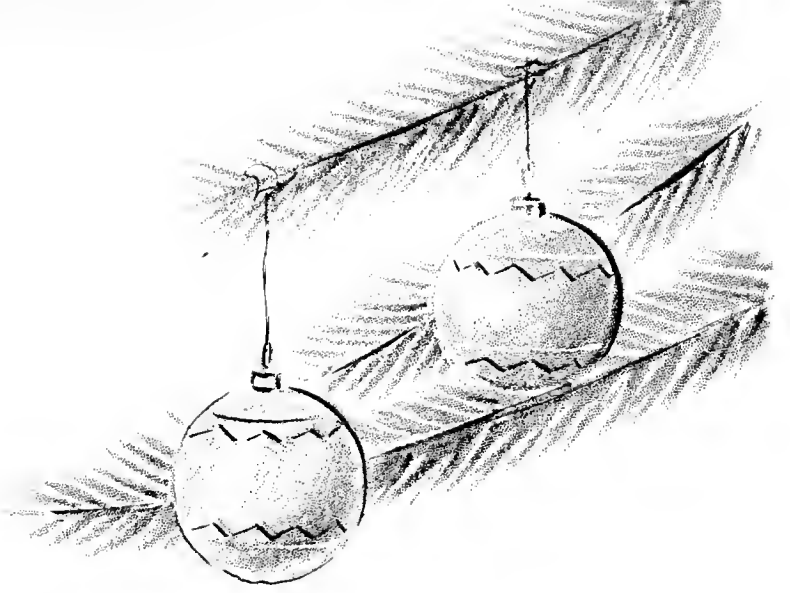

Ornaments on Your Tree

Virginia Nelle Wilson

FOUR-YEAR-OLD Bobby did not shout and run excitedly toward the large and glittering Christmas tree by the fireplace. Instead he burst into tears. "Santa Claus didn't like our tree," he wailed.

The child ran to the window and pressed his face against the cold pane. In the snowdrift outside the door lay a lopsided cedar with short bits of foil icicles and two forgotten glass baubles caught in its scrawny branches.

This was the cedar which the boy and his aged great-grandfather had cut. Together they had dragged it home through the deep snow. They had unwrapped each piece of tinsel, each golden ball. They had trimmed the tree for Santa Claus and he had scorned their assistance. During the night the ragged but "beautiful" tree had been discarded for the perfect and elaborately decorated specimen by the artistic adults of the family.

We "wise" grown-ups ofttimes feel that beauty is the purpose of Christmas decorations. Beauty, symmetry and elaborateness; but such is not the case. Beauty is but incidental to the love and feeling, the history and tradition of holiday trimmings. Our modern customs of this season have been given us by the people of many centuries, a queer mixture of pagan and Christian beliefs.

Our basic holiday decoration is the evergreen. "Bringing in the greens" has its roots in the profound reverence which all ancients felt for nature. In their simple and childish minds, all nature was alive. In every fountain, bush and tree dwelt a spirit. These spirits in green boughs were brought indoors during the long winter months to insure protection for the family. So deep rooted was this custom that the early Christian churches could not successfully ban it, so they adopted it.

Many legends about the tree have been told and retold through the centuries, but history says that it was Martin Luther who first decorated a tree for his home. Luther loved nature, God and his children. As he walked through the woods one night, deep in contemplation and communion with his God, he saw a snow-covered tree reflecting the lights of a brilliant star.

In this bit of nature he saw a beauty he wanted to preserve and to share. so he carried a small fir tree to his home and placed candles upon its branches. Yearly at Christmas time his family followed this practice. It was not until 58 years later, 1604, that German literature mentions its great popularity in that country. Prince Albert carried the custom to Queen Victoria's court in England, and gradually the Christmas tree became the very center of the holiday celebration.

Let's trim your Christmas tree and trace the story behind each decoration.

First, you will spread the thick green branches and entwine them with strands of tiny electric lights. These lights are but replacements for the candles which Luther first put upon his tree to represent the shining stars. Candles have had deep religious significance through the ages. In the most ancient Jewish and Roman rites the burning of candles represented knowledge. So our modern candle-lights glow as symbols of enlightenment in Christendom.

As you loop the ropes of gold and silver, cranberries and popcorn on your tree, you are practicing a pagan custom. Long before the days of Christianity, the old Teutonic tribes coiled strings of fruit and grain to honor the sacred dragon, Nithhaggr. Like

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these same Teutons, you will place golden balls upon the branches of your tree. In an ancient rite, glittering balls of the precious metal were hung to pay homage to Balder, god of the ever mystical sun.

The hanging of red balls and imitation fruit upon the tree has come to us from the peasants of southern Europe. Ripe and juicy apples are hung upon their trees, and on Christmas Eve these treats are fed to the farm animals, those lowly witnesses in the stable when the Christ Child was born.

Each year thousands of Londoners admire fairy lights of tree in Trafalgar Square.

From this same region of Europe comes the tradition of the decorative lantern you may place upon a bough. Lanterns, especially polished for this holiday, are used by these people to light the trail to the church for the early dawn Christ Mass. From this early morning ceremony comes the very name, Christmas.

No tree would be complete without the small silver cones which twinkle and reflect the lights. The use of these comes from an ancient legend of the Hartz Mountain district. It is said that each day a good but poor old woman gathered pine cones to be used for fuel in her home. Even though her aged husband was bedfast and unable to provide for the family, she did not complain but was known throughout the community for her good deeds. One morning while she was bent over her task in the wood, an elf came to her. "Take from beneath this tree," he said, "and don't look into your basket until you are home."

On her way home the basket became very heavy, but the woman was obedient. When she returned to her kitchen she poured the cones out upon the floor. Each one was solid silver. We honor that good woman when we hang each shimmering cone—or so the people of the Hartz Mountains say.

Another legend of this same district explains the tiny yellow canaries which you may have among your tree trinkets. These little birds are replicas of the canaries who found refuge in a huge fir tree during a terrible blizzard one Christmas Eve. Old residents of the Hartz Mountains say that the canaries are still singing about that night, praising the Power who guided them to the protection of that old Christmas tree.

Every Yuletide tree must have a roly-poly Santa Claus dangling in a conspicuous place, for he has become the very symbol of the Christmas spirit of giving. Our modern Santa with his broad smile, bright red suit, high black boots, and all his jolly fatness is the product of Clement Moore's imagination in his poem, "The Night Before Christmas."

The original St. Nick was a very thin young bishop who lived about 300 A.D., and who went about doing good. It was St. Nick who started the giving of goodies to all deserving children. It was he who left presents in the shoes of the Dutch boys and girls. Some smart child, no doubt, outwitted the generous man by leaving a boot or stretchable stocking in place of his small wooden shoe. His little friends must have played follow-the-leader, for today the stocking has replaced the shoe and is as much a part of Christmas as the tree itself.

Next you will hang a tiny bell which continuously tinkles its bit of holiday merriment. The bell is the most primitive type of musical instrument but it did not find its way into religious celebration until the Medieval Ages. Then, bells became a part of the call to worship. During this time they were considered almost living beings. Prayers were offered that God might make their sounds "summon the faithful, drive away storms, and terrify evil spirits."

Great bursts of melody rang out over the communities on Christmas Eve. Each pealing of the church bells told of the birth of Christ, and symbolized his second coming. And the bell, large or small, has found its place upon your tree.

Other tiny musical instruments which you might be using for brightness have come to us from Europe also. You may have little golden harps, the "instruments of the angels," like those used in the dawn services in Wales. Or you may have bright-colored metal horns which represent the old Danish custom of "blowing in the Yule." Just as the sun rose on Christmas morning, the trumpeteers played four hymns representing the four corners of the world.

It takes no delving into history books to know that the dainty little angels which twist and turn on slender threads are reminders of the morning when angels witnessed the Holy Birth.

And the luminous star gleaming on the slender tip of the tree is, of course, the star which guided the wise men and shepherds to the famous birthplace. In many European countries the shining of the first star on Christmas Eve is the signal to start the holiday celebrations.

So, in the shimmer of the lights about the base of your tree you place a tiny crèche, the miniature scene so loved by your family. The first crèche was made by St. Francis of Assisi. It was but a simple manger with a doll representing the tiny Babe of Bethlehem. Small children brought gifts to the Christ Child, while their elders brought prayers. Beside the crude scene, Francis and his brother monks sang ancient carols.

Each year more and more was added to the simple scene. Its popularity grew until during the fourteenth and fifteenth centuries such displays became common throughout the continent of Europe. The most skilled arti-

sans were employed to produce these religious panoramas. Rich velvets embroidered with gold threads and valuable jewels adorned all the figures.

But today, we find again the scene as it should be—simple, unadorned, realistic. It has taken an important place in telling the story of Jesus in the home, the school and the church.

In the future, as you trim your tree, remember the significance of each bauble and ornament. Each tells a story of the ages gone by, a story you will retell to the coming generations. Don't be guilty of thinking that a Christmas tree is but a thing of beauty, an expensive and elaborate decoration. Be proud to take part in this rich blending of the old and the new, sharing this experience with all the peoples of the Christian world.

Like the small child, love your Christmas tree for what it means, not what it costs.

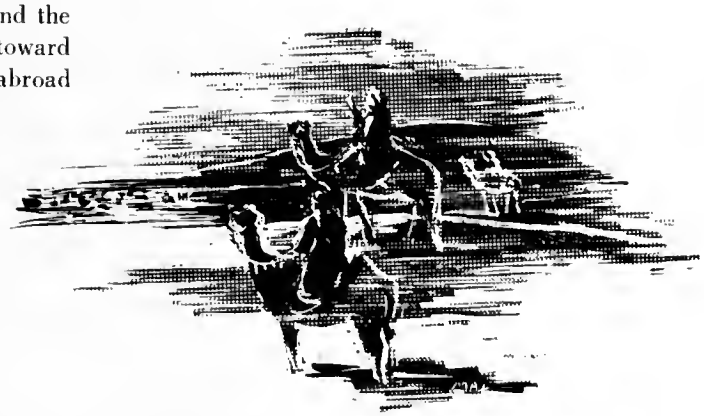
Christmas

God of this festive season, may the joy of friendships and family gatherings, and the giving of gifts, illuminate our lives with a radiance that will transform the drabness of the world. May the tender memories of Christmas stay with us always to brighten our lives in days of adversity. Let no distractions or busyness with trivial things keep us from the pilgrimage of the shepherds and the sages. May we open our hearts to the color and cheer of this anniversary, and to the coming of thy spirit into human life.

As we sing the carols of his nativity, may new hope quicken our hearts, and may their sweet tones dispel the discords of human life. May we lift our eyes above the darkened earth to the star that summons us to glorious living. May the candle flame point us to the light of thy truth, and the burning yule logs warm our hearts toward the needy and the lonely. Shed abroad throughout the earth the Christmas friendliness, until animosities are forgotten and hatreds disappear, until suffering is relieved and mankind bows before the Prince of Peace.

Let not our minds be busy inns, where there is no room for the Christ of Christmas, but rather open doors, where the spirit of this friend of all men will enter and find an abiding place. Help us to know that close at hand the Christ child is waiting to be welcomed into our lives. Amen.

ROBERT MERRILL BARTLETT. *Boys' Prayers*, Association Press, New York, 1947.



Joseph Prendergast, Executive Director, National Recreation Association, Chairman of Congress, delivers his report, "Recreation in America Today."

THIRTY-FOURTH NATIONA

THERE IS A SORT OF MAGIC in watching a congress get under way, in seeing it develop in a few hours from a pile of packing cases in the secretary's office to a humming, busy meeting. Exhibits blossom in the consultation and exhibit rooms, early arrivers find themselves bustling about in the performance of unforeseen jobs, and suddenly hordes of delegates materialize out of nowhere and start lining up at the registration desk. Old friends hail each other, introductions are the order of the day, while an air of gaiety and anticipation finds its way to the most remote corner of the hotel lobby.

Spotted throughout the crowd again this year were the uniforms of all branches of the military, for the armed services continued their practice of sending a large delegation of representatives. Included among them were not only service club directors and their staff members but such service officers as Colonel Raymond Stone, Jr., Chief of Special Services, U.S. Army, Captain W. G. Chapple, Director, Special Services, U.S. Navy, Colonel B. E. Nowotny, Chief, Personnel Services Division, U.S. Air Force, and Lieutenant Colonel R. L. Stallings, Special Services Branch, U.S. Marine Corps. Representatives of the community services branches of the armed forces were present—the Community Services Branch of the Army, headed by Ott Romney, and the Office of Community Services, U.S. Air Force by its chief, Sherwood Gates. Lieutenant General Robert W. Harper, Commanding General of the Air Training Command, U.S. Air Force, was a guest speaker.

Although the Congress was to be opened officially on Monday evening, the conferences and meetings of special groups got under way earlier; as usual, starting with a Saturday morning meeting of all National Recreation Association staff members in attendance. All day Sunday there were section meetings of the American Recreation Society; and at their annual business meeting on Sunday evening, Theresa Brungardt, Vermont Director of Recreation, was elected president for the coming year. On Monday morning the wives of delegates gathered, under the chairmanship of Mrs. F. F. Powell of the Seattle City Council, to plan their own recreation for the week, and Mrs. George Hjelte from Los Angeles was elected president. Meanwhile, recreation executives, industrial, hospital, town and country recreation leaders and armed services personnel all held their separate workshop conferences.

Some of the meetings continued into the afternoon, when the first of a series of leadership training courses also was offered, under the leadership of National Recreation Association staff members—Frank A. Staples, Arts and Crafts; Grace Walker, Dramatics; Mildred Scanlon, Social Recreation.

The first social event occurred at five o'clock when delegates were invited to a tea given by the National Recreation Association to welcome guests, have them meet those association board members who were present, and bring together old and new friends over refreshments.

In between times, during the day, guests were getting settled and attendance figures were steadily mounting, finally to reach the total of 819 registered delegates. This was considered excellent in view of the fact that many delegates had great distances to travel in order to reach Seattle; and it was inevitable that quite a number of municipal and agency budgets could not be stretched to cover the trip. Forty-one states, District of Columbia, Alaska and Hawaii were represented, as were other countries including Canada, Germany and Japan. As usual, a generous number of public-spirited laymen attended.

All delegates learned during this busy week that storied western hospitality is a reality. Everything possible was done to make visitors happy and to show them local things of interest. (Since Mount Rainier was coy throughout the Congress, arrangements were made for a busload of delegates to go to the mountain on Friday. They verified its very beautiful existence.) Seattle literally put out the welcome mat—before the hotel entrance. Also, a large banner of welcome in the lobby of the Olympic gave evidence of the local feeling and added to the festive atmosphere. In the grand ballroom, where general evening meetings were held, there hung an impressive giant seal of the National Recreation Association with its slogan underneath, "Recreation for a Strong America." This was made and presented to the Congress by the Boeing Airplane Company.

RECREATION CONGRESS - *in Review*

During the entire week Ben Evans, Director of Recreation in Seattle and Chairman of the Local Arrangements Committee, personally saw to it that a large and fresh supply of Seattle roses was on hand in the Seattle local information booth, to be handed out to visitors each day.

Among many invitations extended to guests was one from Reginald Parsons, former NRA sponsor, to visit the tower of the Northern Life Insurance Building and enjoy its magnificent view of the city.

Commercial exhibits located in the accessible and attractive Spanish Lounge, just off the lobby, were colorful and crowded again this year. A few other special exhibits. in addition to that of the Seattle State Park and Recreation Commission, included the live display of arts and crafts, put on by the Long Beach Recreation Department at the invitation of the Congress Committee. Its crafts activities were demonstrated here, and delegates invited to participate. Another featured the exchange display of Japanese arts and crafts which was so popular at the Boston Congress last year. Those interested in the planning of playgrounds made a special visit to the NRA Consultation Center to see the Noguchi-Whittlesey design for a modernistic playground.

Ralph Wilson, Washington State Parks, hard at work setting up ARS exhibit.

Mrs. Ruth Pike, Washington State Parks, and Mrs. James Lewis, Nebraska.

The Consultation Center itself, though rather off the beaten track, was spacious and gay with its display of the association's published materials. Many of these were sold, especially the new series of program booklets, and orders were taken. One of the most popular books in the room, as usual, was the consultant's appointment book.

A press room was set up for the convenience of delegates wishing to send stories home to their local papers and the summarizers of all meetings cooperated by reporting for an interview immediately after their meetings. Local press coverage was good.

Summaries of the discussion meetings, incidentally, were mimeographed on the spot in "The Rough Draft" and made available at the congress. These should not be confused with the *Congress Proceedings* available in December at $2.25 a copy. The latter will be more comprehensive and more carefully edited.

Underneath all gaiety, the note of serious purpose, for which the Congress is known, was again strongly felt this year. The hotel lobby and corridors were deserted during meetings, and attendance at general sessions was exceptionally fine. The evening addresses and the workshop discussions stimulated many corridor conferences, breakfast meetings and "bull sessions" in delegates' hotel rooms.

Evening Sessions

The program of the official opening session on Monday evening was launched in a moving and impressive manner when the deep-toned notes of organ music heralded the surprise entrance, down the center aisle, of fifty boy scouts carrying large American flags, followed by a senior color guard representing each of the armed services. As they stood in formation before the speakers' dais, a soloist filled the room with a lovely rendition of "God Bless America."

After this, the meeting was officially called to order by Joseph Prendergast, Executive Director of the National Recreation Association and Chairman of the Congress, who welcomed all delegates and friends in the name of the association before turning it over to the chairman, Otto Mallery, who is also chairman of the association's board of directors. The invocation was given by The Reverend W. J. McGettigan. State and city officials were introduced, and greetings to delegates were expressed in person by The Honorable Arthur B. Langlie, Governor of the State of Washington, and The Honorable Allan Pomeroy, Mayor of Seattle.

A trend which was to persist through the other meetings of this year's congress was keynoted by the two principal speakers of the evening. Lt. General Robert W. Harper,

Commanding General of the Air Training Command, U.S. Air Force, in his address "A Challenge to the Recreation Forces of America," and George Hjelte, General Manager of the Los Angeles Department of Recreation and Parks and Chairman of the National Advisory Committee on Defense Related Activities of the NRA, in speaking on "Recreation in the Continuing Emergency." Both stressed attention to the individual in planning the recreation program, and urged that planning be done on a more selective basis rather than in terms of mass production.

"Make it a quality program," urged General Harper, "and don't use the whip! There is no way that man has yet conceived of forcing another man to do something that he does not want to do." Mr. Hjelte pointed out that servicemen seek off-duty recreation out of uniform and like to participate in a community program on the same basis as any other citizen. "This suggests not a desire to be anonymous so much as a desire to be accepted not by reason of any special identification implied by the uniform, but rather for one's own self," Mr. Hjelte said. "Contact needs to be made with the individual, not with the uniform."

As a break in the more serious aspects of the program, a very enjoyable interlude was offered by the lively members of "The Four Teens" of the U.S. Air Force, the 1952 International Champion Barbershop Quartet. They were recalled again and again by enthusiastic applause, while General Harper beamed appreciatively.

The Tuesday evening meeting began with general singing under the leadership of Wayne S. Hertz, Chairman, Division of Music, Central Washington College, and was chaired by Mrs. Paul Gallagher, charming member of the NRA board of directors. The meeting was productive of two excellent addresses. A welcome guest from Canada, petite Dr. Henrietta A. R. Anderson of Victoria, who is known throughout the Northwest as an excellent speaker, moved her audience with an inspirational talk on the subject of "Recreation and the Richer Life." Dr. Paul F. Douglass, Advisor to the President of the Republic of Korea and Counsel to the Ministry of Foreign Affairs, who is also chairman of the NRA National Advisory Committee for the Recruitment, Training and Placement of Recreation Personnel, gave a stimulating address on "Leadership for the National Recreation Movement." (Dr. Douglass' talk is published in full in the November issue of RECREATION.)

Colorful entertainment during the session was provided by the unexpected and somewhat startling appearance—with a shattering war whoop—of Indian dancers. The Ernesties, Roger and Gloria, have made a study of Indian dances and have collected authentic and beautiful costumes. These were explained as the dances proceeded. The dancers were provided through the courtesy of the Queen Anne's Lion's Club.

The program of the third evening, Wednesday, was chaired by Kenneth B. Colman, one of Seattle's leading citizens, and former long-time member of the Seattle Park Board. The principle speaker, The Right Reverend Stephen F. Bayne, Jr., Bishop of Olympia, spoke on the spiritual implications of recreation, and his address was an inspiring one. Entertainment on this evening was supplied by a quartet which figured as runner-up in the Seattle Regional Barbershop Quartet Contest, and again delegates responded enthusiastically to the colorful rendition of old favorites. The quartet appeared through the courtesy of the Seattle Park Department.

The end of the day's work sessions on Thursday ushered in the most gala affair of the big meeting, the Congress banquet. The crystal chandeliers of the Spanish Ballroom shone down upon a glittering array of napery, silver and

The tour included a visit to the University of Washington. Being greeted cordially by its president, Henry Schmitz right), are Susan M. Lee, Mrs. Paul Gallagher and Joseph Prendergast.

flowers. An orchid corsage had been placed by each plate. The speakers table extended the length of the long room and had been set for thirty honored guests.

Diners were seated at seven o'clock, and dinner service was accompanied by the music of a string-trio provided by the Seattle Park Department.

Otto T. Mallery, acted as toastmaster, and the evening program started when Mrs. C. M. McCune, daughter of the late Judge Austin E. Griffiths—for many years a board member of the association and known as the "Father of Seattle's Playgrounds"—presented the NRA with a $3,000 check, her father's bequest to the association. Said she, "My father always advised me to make the best use of my leisure time, and added, 'Do it now.' Therefore, in this presentation, I am hastening to carry out his instructions."

James E. Rogers and J. R. Batchelor, both retired from the National Recreation Association staff, were honored during the evening for their contributions to the recreation movement through their many years of service to that organization.

On the gayer side, ladies at the speakers' table were personally presented with orchid corsages by Mrs. Ethel Mori, Mrs. Aina K. Manuel, and Mrs. Thelma Wicke of Hawaii, while the gentlemen received an orchid lei and a

kiss, according to old Hawaiian custom. All orchids at the banquet were contributed by the Honolulu Parks and Recreation Department and were flown from Hawaii by the Hawaii Visitors Bureau for the occasion.

The King, Queen and Prime Minister of Seafair—the Seattle Centennial which was celebrated this year—were guests at the speakers' table and, in a formal ceremony, knighted officials of the NRA.

Among the treats of the evening, a concert of songs was rendered by the excellent "Music Under the Stars" chorus of the Seattle Recreation and Parks Department. (See the February 1952 issue of RECREATION for a detailed account of this local recreation program.)

As principle speaker of the evening, Thomas E. Rivers,

Tom Rivers looks on while Mrs. Howard Braucher, widow of the late president of the National Recreation Association, receives an orchid corsage from Mrs. Thelma Wicke of Hawaii.

Secretary of the Congress, gave an excellent and thrilling report of his recent trip around the world in the interests of recreation.

Daytime Meetings

The usual morning sessions, at which the summaries of discussion meetings of the preceding day are presented, were abandoned this year in favor of making the summaries available to delegates in mimeographed form. This way of saving that time for other meetings was an experiment, the success of which has not as yet been determined.

One general session was held on Thursday morning, however, during which Joseph Prendergast reported on "Recreation in America;" and members of the national advisory committees, which the NRA has set up, reported upon their activities. The meeting was chaired by Susan M. Lee, Secretary of the Board of the National Recreation Association. The committees, and the representatives reporting, were: the National Advisory Committee on Defense Related Activities of the National Recreation Association, George Hjelte, Chairman; the Recruitment, Training and Placement of Recreation Personnel, Dr. Paul F. Douglass, Chairman; Recreation Research, George D. Butler, Secretary; Recreation Programs and Activities, Virginia Musselman, Secretary; and the Study of Recreation Leadership in the Southern Region, W. C. Sutherland, Study Director. Charles E. Reed, Manager, Field Department, National Recreation Association, spoke on "The Work of the District Advisory Committees."

The reports which gave a clear picture of the recent growth in the recreation movement and of the expansion of the association's services and activities were received with interest and enthusiasm. (For remarks from Mr. Prendergast's address, see page 383.)

The content of the fifty-four discussion meetings scheduled each day from 9:15 A.M. to 4:00 P.M., and in some instances to 5:30 P.M., included such topics as: Why Civil Defense Needs Recreation; Major Current Surfacing Problems; Building the Recreation Program—Arts and Crafts; Music; For Board Members Only; The Role of County Government in Recreation; Regional Planning at Work; Design and Construction of Special Recreation Facilities; How Creative Are You in Using Volunteers?; Building a Well-Rounded Program in Indoor Recreation Centers; Activity Programs for Oldsters; Recreation and Park Department Relationships; In-Service Training Programs That Work; How are Municipalities Providing Camping Opportunities?; Understanding a Recreation Program for Girls and Women; Highly Organized Midget Athletics are Harmful—Fact or Fancy?; Recreation in Parks and Forests—National, State and Local; Recreation Personnel Problems; Getting in on the Recreation Planning of New Schools; and others. A special workshop, under the chairmanship of G. Ott Romney, met on Friday morning to discuss some of the implications of nationally sponsored recreation programs.

The Recreation Leadership Training sessions, started on Monday, continued each day with the exception of Wednesday. These were popular, as usual, and provided delegates with a "refresher" experience, new techniques and materials to take back to their local jobs.

Special Meetings

In addition to the pre-congress special conferences previously mentioned, the usual luncheons, dinners and other meetings either sprang up spontaneously, or held to prearranged schedules. Among them were the meetings of the NRA National Advisory Committees on: Recruitment, Training and Placement of Recreation Personnel; Recreation Research (first meeting); Defense Related Activities.

The annual American Recreation Society luncheon was held Monday noon at which time fellowships were awarded to G. B. Fitzgerald, retiring society president, and Ted Banks, President of the Athletic Institute; and citations were awarded to George Butler, research specialist of the NRA, and James E. Rogers, retired NRA staff member for "distinguished service to their fellow man in the field of recreation." A dinner for all delegates from the Northwest took place on Monday evening. Those who had taken the Yellowstone Park Tour en route to the Congress, met on Thursday morning. Former and present Red Cross workers gathered at luncheon, as did the National Recreation School Alumni—in their annual reunion.

At the special dinner meeting of the National Advisory Committee on Defense Related Activities on Tuesday eve-

ning, a statement was prepared on the responsibility of local communities for providing off-post recreation services. (See page 418)

On Tuesday afternoon, an unscheduled demonstration of modern dance was presented by Martha Nishitani and Dancers, at the invitation of the Seattle Park Department. A professional group, these dancers urge expanded interest in modern creative dancing for children, teenagers, adults—particularly teachers. As an outgrowth of their demonstration, another meeting was set up for all those interested in the creative aspects of recreation.

Other Activities

Play and entertainment always prove to be "grist for the mill" for recreation people, for leadership in such activities is a part of their business. Therefore, no time was wasted, and pointers as well as fun were picked up during the social hours which had been planned by the Congress and the Local Arrangements Committees. The NRA tea on Monday, and the entertainment during evening sessions, were followed by a succession of enjoyable and interesting events.

Another very special tea, which turned out to be a combination tea and musicale, had been arranged for the wives of delegates on Tuesday afternoon. As guests of the Seattle Art Museum, they were transported to the party in cars placed at their disposal. The curator of the museum and her assistants acted as hostesses. A musical program was offered by a trio of charming girls, who played the piano, violin and cello. Guests were personally conducted through the museum and given time to examine some of its beautiful treasures, notably the unusual collection of exquisite Chinese jade—of which it is justifiably proud. Beautifully served and truly delicious refreshments were the final treat. Tea and coffee were poured by Mrs. Pomeroy, wife of Seattle's mayor, and Mrs. Eugene Fuller, wife of the man whose donation made the museum possible.

Evening parties or social gatherings, after all meetings were over, were in the capable hands of Mildred Scanlon, a social recreation specialist of the NRA.

On Monday evening, guests were invited to the Olympic Bowl, one of the hotel's night club ballrooms, only to discover themselves in the midst of a circus. Scenery and props had been donated by the local recreation department and brought participants right into the big tent. A group of delegates, drafted to be part of the show, suddenly appeared in the colorful and humorous costumes of circus folk. Clowns, barkers, dancers, majorettes and so on, made a grand entrance. They circulated through the crowd, creating considerable laughter and, to put it mildly, some chaos. Here, Keith Macdonald, Executive Director of Greater Vallejo Recreation District, California, really came into his own. By special request Mr. Macdonald, who is the leading spirit and accomplished performer of the Vallejo Recreation Department's clown club (see January 1952 issue of RECREATION), had brought his own clown costume. He appeared in full regalia, and—as the saying goes—really "went to town." When Miss Scanlon could at last be heard, the guests settled down to a series of ice breakers and other hilarious games.

On Tuesday evening, still undaunted, delegates threw themselves into one of their favorite pastimes, folk and couple dancing; while Wednesday evening brought the initial performance of what it is hoped will become the annual "Congress Little Show"—a collection of acts put on by the guests themselves. After the banquet on Thursday, the last evening of the Congress, social dancing—with an orchestra—was provided in the Olympic Bowl.

One of the most interesting and enjoyable events of the week, however, was the truly excellent all-day bus tour of Seattle, which had been beautifully organized down to the last detail by the Local Arrangements Committee. The committee reported really excellent cooperation from local officials and organizations—such as the transit system, police department, state highway department, schools, chamber of commerce, and so on. This was clearly evident as the cavalcade, with its motorcycle escort, wheeled through busy intersections against the lights, stopped to play with the baby elephant in the zoo, lunched in the new modern high school, was personally greeted by the president of the University of Washington, Dr. Henry Schmitz, the commanding officer of Fort Lawton, Colonel G. H. Wilson, the district engineer of the government locks and ship canal, and so on, throughout the day.

Twelve full buses left the hotel at 9:30 in the morning and returned at 6:00 in the evening. Passengers were not too weary to be enthusiastic about the natural beauty of the city, its recreation facilities and beautiful field houses—about which we in the East have heard so much.

Among the highlights of the day was an unusual opportunity to see the *Slo-Mo-Shun*, fastest speedboat in the world, in action, from the Lake Washington Floating Bridge. She was the only boat to finish in the 1952 Gold Cup race, when she broke her own record with a run of 178.497 miles per hour. Officials had arranged a demonstration especially for the Congress guests. Upon special invitation, the Boeing Airplane Company plant was visited, where Norman Allen, assistant to the president—as well as sponsor of the NRA—welcomed guests in behalf of President William Allen. The impressive Boeing Annual Hobby Show (see RECREATION, April 1952) was open for the inspection of delegates, and refreshments were served.

Another special treat was arranged by the Department of Parks at their dramatically constructed Aqua Theatre at Green Lake, in the heart of residential Seattle (see RECREATION, February 1952), where the buses were unloaded and a program of singing and champion high diving was presented.

Special Conferences

Detailed information regarding the special conferences on Recreation for Business and Industrial Employees, Hospital Recreation, and Rural Recreation, as well as a complete coverage of evening addresses and other items on the Congress programs, will be available in the *Congress Proceedings*, to be published by the National Recreation Association later this month. *Order Your Proceedings NOW!*

CONGRESS CAPSULES

COMMUNITY RECREATION FOR THE ARMED FORCES

Harold Lathrop, defense staff, NRA; Lt. Cmdr. J. W. McGhee, U. S. Navy; Lt. Col. R. L. Stallings, U. S. Marine Corps; Col. Raymond Stone, Jr., Special Services Division of U. S. Army; Col. B. E. Nowotny, U. S. Air Force; Arthur Williams, defense staff, NRA; J. Ver Lee, Oakland; Austin Welch, community services, U. S. Army.

Community recreation for the armed forces is a two-way street and all participants in the sessions emphasized this fact. The community, as the military see it, is that area within easy reach of the average serviceman when off duty. If he is going to use his free time to best advantage by joining hands with civilians to enjoy the same things recreationally and spiritually, there is need for a variety of facilities and programs in which he can participate. Military and the civil planners, through joint action, must concentrate on strengthening the ties between both. An "open door" policy must be emphasized.

Planning recreation facilities and programs to meet the impact of military personnel should be no different from accepted practice in planning for the community—except as to type and amount. They should not be planned as something separate and distinct from the community, but should be accomplished so as to make the serviceman and servicewoman feel that they are a part of community life.

The serviceman wants to pay his own way—the opportunity to stand on his own feet, the same as any other individual in the community. Recreation organizations must take the lead in helping the serviceman to become integrated into community life.

All community organizations, both public and private, should have an opportunity to share the responsibilities and compensations from such worthwhile participation. They should be given assignments as members of coordinating committees or for specific jobs in the over-all program which brings the serviceman into all parts of community life.

Liaison committees should be appointed by the mayor or mayor and commanding officer, unless already existing committees are utilized to bring about the closer relationships between the community and the military. Sometimes community councils, Chest councils, recreation or church councils can do the job of coordination without any additional mandates. Facilities and programs of already existing private, public and church groups must be utilized fully before planning new ones.

Programs must be inclusive and planned to meet a variety of interests and personalities. Intellectual hospitality is as important as providing for physical or social participation. Commercial recreation interests should be included in the planning group if the variety of wishes and desires are to be satisfied.

Although the major job of off-post recreation falls upon the community, the military want to be in on the planning and will help wherever possible. The present situation differs greatly from World War II because of many more teen-age men in service; and what was done then will probably have to be somewhat changed to meet the needs of the younger military personnel. Programs must be made on a long-time basis and every effort should be made to have a sufficient number of military personnel on the liaison committee to give continuity of policy regardless of changes made in the top command.

A RECREATION PROGRAM FOR WOMEN AND GIRLS

Margaret Dankworth, NRA staff; Nita Upmeyer, Supervisor, King County Parks and Recreation, Seattle; Margaret Wilson, Winnipeg, Canada; Helen G. Smith, Professor Physical Education for Women, State College of Washington; Dr. H. Jean Swenson, Assistant Professor, U. of California; and Mildred Noble, Seattle Park Department.

Recreation interests of girls and women were broken down into:

1. *Imitative play.* Small girls are interested in play activities imitating the work and recreation of their mothers and other adults.

2. *Creative activities.* These are activities that best give girls emotional satisfaction, and include arts, crafts, dancing, music and drama.

3. *Co-recreational activities.* There is a great desire among girls of adolescent age and older for more of these activities, including social dancing, group and individual sports, all kinds of parties.

4. *Sports and athletics.* While the major team games seem to be losing popularity among older girls and women, there is always a sizable group who want and need these activities. There should be ample opportunity to learn the sports which lend themselves to co-recreational play and carry over into adult life, such as: golf, skiing, tennis, badminton, swimming.

The success of a program for girls and women varies greatly among different communities according to the emphasis, time, money and leadership given to it, and to the understanding of, and the sympathy for, these activi-

ties by the sponsoring agency.

Failure to meet the needs of girls has resulted from the tendency to give the girls a lesser copy of the program that is already operating for the boys, and this is usually mainly athletic, and to the lack of competent leadership, with a great many early programs using men leaders exclusively, even for girls' programs. However, most systems are steadily enlarging and improving their girls' programs and now have women supervisors, and are developing a more equitable distribution of time, space, facilities and money for their program. More emphasis is being given to the arts, crafts, music, homemaking, rhythmic and co-recreational activities.

Resultant implications as to program content:

1. We should continue activities which have proved to be sound recreational practices, such as: sports, active games, and creative and homemaking activities.

2. We should provide experiences for girls as girls. Women supervisors and women leaders should be used. The program should include activities for girls of all ages. Girls' activities, mainly, should be set up on a participation and not a competitive basis.

3. We should broaden the scope of the program by providing for the needs of society, as well as the needs of the individual and the group—recognize the area of social service as one of our functions and provide people with a chance to serve the community. This would include analyzing the community and judging the program to see if all who need recreation are being properly served.

4. We should consider the following means to stimulate participation:

a. Develop better leadership.

b. Maintain better public relations.

c. Give information on recreational services of all local agencies.

5. We should increase the scope and program by bettering public support.

6. There should be more women on the boards which provide the finances and formulate the policies. More pressure and influence should be brought to bear upon these boards, and upon heads of departments, in behalf of the program for women and girls.

COLLEGE AND GRADUATE TRAINING FOR RECREATION

Charles K. Brightbill, U. of Illinois; Verna Rensvold, Kansas City, Missouri; G. B. Fitzgerald, U. of Minnesota; Paul F. Douglass, Advisor to President of Republic of Korea; John L. Hutchinson, Columbia U.; and Norman Kunde, University of Washington.

All members of this panel were strikingly in accord with the idea that college and graduate training for recreation must represent a cooperative endeavor between "producers and consumers." Professional preparation requires a very realistic approach that can come about only when a team work relationship has been achieved.

From the consumer aspect:

1. There must be alertness for potential leadership and an attempt to recruit desirable persons.

2. Employment of professionally prepared people should be followed.

3. Recreation departments must set up an environment in which professional people will want to work.

4. The colleges and universities must be informed of what is wanted in the way of teaching—the needs must be clarified by job analysis and good follow-up of progress of employees.

5. Internships should be set up as a means of practical experience.

6. Recreation leaders must do a better job of education and interpretation in their own community.

7. Recreation departments must assist in conducting of research and help to carry out experiments; new methods, procedures, techniques require combined efforts.

In summing up, recreation departments must continually solicit, and deserve, help of the training institutions.

From the university aspect:

Recreation requires far more qualities and characteristics for success than scholarship alone. Personality, diverse recreational interests, previous group experiences are all factors that must be taken into account.

In recruiting: Entrance depends upon the college or university itself and the admission requirements. The longer an institution has been in the business of training the more referrals are to be expected. Majors in the program bring in others; student personnel bureaus make referral of students.

Selection of candidates: The careless selection of candidates makes for meaningless training. An investigation of present graduates has disclosed that only two out of five candidates had some promise in the field. It was felt that we would go a long way in selection if we had a means of determining the presence of the characteristics of resourcefulness, imagination, personality, and enthusiasm.

College instructors can be of great help in recruiting by being very clear about the focus of their curriculums—whether for hospital recreation, community recreation, or industrial recreation and so on; stating concisely the general entrance requirements of the college and special requirements for the recreation curriculum; listing instruction available and qualifications of instructors; inviting operators to see their program in action; utilizing criticism, favorable and unfavorable, offered from outside the college.

Operators in the field can take full advantage of the above by going to educational centers to acquaint themselves with programs in progress and by inviting college educators to come to their recreation centers. They also can help with recruiting by administering their programs in such a fashion that they will attract young people who are looking for a profession to follow.

The colleges themselves should further (a) establish sound entrance requirements based on the field needs, (b) establish means for interviewing and evaluating prospective students, (c) use data which is submitted by the recreation executives on each candidate, (d) provide a curriculum and other experiences which automatically eliminate the incompetent or uninterested student, (e) hold fast to the college and professional standards, and not compromise these for the sake of an increased enrollment.

Postscript to Christmas

Margery Wells Steer

EACH YEAR at Christmas time thousands of bemused adults go wandering past toy displays marveling at the things ingenious manufacturers have dreamed up for children to play with—and parents to buy. Toyland, they discover, has become Wonderland! Electric trains complete with lights, signals, bells and whistles, go sweeping round and round on runs without beginning or destination. Here are the dolls that do everything—there, the playhouse furnished to the last ready-made drapery—yonder, the counters full of mechanical performers going through astonishing routines. If your child yearns for music, a record player or portable radio will make music his without those boring hours of practice.

We are dazzled but not entirely delighted with all this. Memories from the past and misgivings about the future insist on troubling us.

In the chimneyplace of one of the oldest houses still standing in our country a doll was discovered which consisted of nothing at all but a forked stick wrapped in a scrap of cloth. Some child of long ago, using imagination and whatever was at hand, had made herself something to play with, something to love. This primitive plaything is symbolic of the resourcefulness that has built America.

Two centuries later necessity was still the mother of invention, and not many miles from this old house the children of a certain farm family were playing house in an unused corn crib elegantly furnished with odds and ends of junk, and were devising an early model auto in which they took completely stationary rides, hats anchored fast with motor veils lest the winds of their swift progress carry away their home made millinery. These were the quaint old days when imagination and ingenuity took the place of a trip to toyland or the five-and-ten.

And now it has suddenly come to pass that our very virtues threaten to become our undoing. The urge to contrive, to experiment, to invent, and the ability to do and to "make do," have brought us to the place where there is more and more temptation to watch others play, and less and less necessity to do things for ourselves. Having created a world of ever-ready gadgets that can be wound up, turned on, or plugged in, we can now live happily ever after.

But here and there voices are raised to suggest that all may not be well with a world in which watchers outnumber doers and in which people expect even their entertainment to come the easy way. Wild life authorities have recently warned that under ordinary circumstances the habitual winter feeding of birds may make them less able to survive if for any reasons that feeding is interrupted. It seems to be a law of life that danger lurks in too much dependence on others. There are those who believe that as a people we are already showing the unhappy effects of these attitudes in a lessening of self-reliance and initiative, and in a reluctance to put forth any sustained personal effort.

Alert and far-seeing recreation leaders, teachers, and parents are doing a great deal to reverse this trend and to brighten this rather dismal outlook, in their efforts to encourage amateur arts, crafts, and music, and in their insistance that home made fun of all sorts is tremendously important.

When Mrs. X responds to the rhythm of a radio orchestra by whirling around her kitchen in a fifteen minute dance interlude between breakfast dishes and bed making . . . that is play! When Mrs. Y gets daily pleasure improvising her own harmonies on the piano . . . that is true recreation. When Mr. Z. who long ago learned the thrill of matching words to ideas, puts his little talent to use for his community . . . that, too, is a satisfying activity. Before the day when life offered so much entertainment that was easy, automatic, and professional, every man was his own entertainer. In acquiring an interest or in learning a skill, he was able to make his personal life richer and to contribute to the life of his family and community; for play is both solitary and social.

Will today's children be equipped with interests and activities they can carry with them into adult life? If solitude is their lot, can they make it fruitful? Will they have enthusiasms to share and service to render to those whose lives they touch in home and neighborhood? As we choose their Christmas gifts can we distinguish the perishable plaything from the lifelong treasure?

We have come a long way since the day an unknown child took a twig and a bit of cloth and made of them the thing she craved. The symbol of our own time might be the goose that lays golden eggs. This fabulous creature, so the story goes, each day presented her owner with a miraculous, unearned gift, and in due time became the victim of his greed and laziness. Our age presents its children with a thousand "golden eggs", but it is not by means of golden eggs that life is continued. In them may lurk the threat of disaster.

MARGERY STEER *has written numerous articles for the educational journals.*

Junior Santa Claus Workshop

Helen Madeleine Klemm

EVER SINCE I can remember, we had a Junior Santa Claus Workshop at home where we made loads of wonderful gifts which we distributed to the family and friends on Christmas. My parents did not believe in buying presents, not so much because they cost money but because children should learn very early that time and thought spent on a gift are more important than its commercial value. Parents of most of our friends shared this belief. We always looked forward to those weeks before Christmas with their atmosphere of expectancy, busy fingers working with paper, glue, felt and other lovely materials, whispering and secrecy.

It usually started on a Saturday early in November. The table was nicely set for afternoon refreshments, a few branches of pine behind pictures and on the mantelpiece giving us the feeling that Christmas was certainly around the corner.

"Well," my mother would say, "I think it's time to sit down and make our Christmas plans. You know, children, Santa is much too busy with toy-making, so he wants you to take care of the family and our friends. We are going to set up a real Santa Claus workshop."

Each of us mentioned the family members and friends who should receive a present; all were carefuly listed on a pad so no one would be forgotten.

My mother would ask, "How about Mrs. Jones, who was so nice last year when you all had measles? You remember how often she came to play with you."

Of course, Mrs. Jones deserved something. Usually one or another of us then remembered another deserving person, the nice butcher around the corner, our seamstress who always found time to help out with a few stitches when we tried to fix up our dolls' wardrobes.

"It's a long list," mother would comment thoughtfully, "but now what will you give them?" Usually she offered a few helpful hints, suggesting either one or another item which we were rather good at making. "For whom would that be useful?" she would ask. We found out quickly that it was rather foolish to surprise an unmarried uncle with pot holders, no matter how elaborate, but that he might be pleased with a decorated notebook for addresses. Of course, he never could remember telephone numbers and birthdays; with a little booklet he would never again have to apologize for having forgotten one of these important events. Granny always had difficulty in finding her glasses or keys and spent many an hour in search of them. A have-it-handy pocket, an easy to fix up contraption, would be the ideal solution for her gift, and so, without really knowing it, we learned how to select a present that would please and warm somebody's heart.

Eventually there would be only a few friends on the list for whom we just could not think of anything useful or nice. I still remember when my sister in desperation suggested going over to our aunt's and just investigating to see what she might need. "But let's pretend we just want to pay her a visit," my mother suggested. We all went over, and most probably Aunt Carolyne soon realized that we had something up our sleeves. We giggled, crept into corners and continuously emphasized that it was just lots of fun to inspect the kitchen and the closets. As we investigated we came across a big tangled mess of string.

"What's that?" I asked. "String for my packages," my aunt said. This was the clue. A fine string receptacle was just the thing she needed. And imagine, somebody with such a well-equipped household not having a proper holder for twine!

Finally, when the list was really completed, and a gift for everybody had been selected, a day was set for shopping: glue and felt, colored paper and ribbons. Many of the materials needed were found around the house, half a yard of lovely printed cotton, an empty cookie jar, tin cans and other odds and ends. It did not cost much to buy the things we needed and we usually divided the expenses evenly out of our modest savings.

"I hope you are not going to spend everything; just leave a little bit in the bank for a rainy day," my father would say. Even the emphasis on spending less than one had was stressed in such a way that it became deeply imbedded in our thinking and planning. Isn't it lots of fun to fix up a nice present with just a few pennies? Anybody can buy something expensive, but imagination is what counts.

Although we started early there was usually some rushing toward the end. We loved this extra excitement, and did not mind staying up a little la-

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MRS. KLEMM *is the author of articles on handcraft in the* Woman's Home Companion *and the* American Home.

ter until each present was carefully wrapped, decorated with cut-out figures or designs—a job in itself—and then provided with a little label.

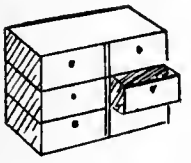
We would not have missed this Santa Slaus workshop for anything in the world, and sometimes when I see children rush into the five- and ten-cent store to quickly buy presents for their mothers or dads, I feel sorry for them because they miss the pleasure and excitement, the satisfaction of doing things themselves.

Here are a few suggestions for those who would like to start a junior workshop in their home this Christmas. With time and a little imagination there will be no difficulty in keeping children, as well as helpful adults, busy until December twenty-fifth.

1) *Midget chest of drawers for keeping all sorts of needed things, such as buttons, paper clips, thumbtacks.*

Material needed: six empty matchboxes (the kind made of thin wood), glue, a piece of colored paper approximately nine inches by six inches (scraps of wallpaper are excellent), six paper fasteners, thumbtacks, paper clips, and other supplies to be put into the drawers.

Directions: With household cement, glue three of the matchboxes together, one on top of the other; repeat with the other three. Glue both sections together, so that you have a three-tier chest with two drawers on each level.



Cut colored paper to fit both sides and top. Carefully glue into place. Cover fronts of drawers with paper cut to size and glued in place. For a fancier chest, decorate with cut-out dots or small designs which you may find in any magazine. Pull out drawers and attach paper-fasteners for the knobs to open the drawers. Fill drawers with whatever small items you choose.

2) *A string or twine holder.*

Material needed: round cardboard container (the kind used for potato salad), colored enamel or scraps of wallpaper or plastic, dried leaves, small amount of shellac, ball of string.

Directions: For a nickel or a dime any friendly grocer will sell you a cardboard container (round) with a lid. Take a ball of string with you to be sure it fits into your box. Give container one or two coats of colored enamel, leaving upper part unpainted where top fits over it. The box can be artistically decorated by anybody who can draw or has a knack for color combinations. For a different design, carefully imbed a pressed leaf into wet enamel. Allow it to dry, and then shellac. Repeat same process with lid after having punched a hole (with a heavy household nail) in the center. The hole should allow string to be pulled out easily, but should not be so large that the string will slip back.

3) *String-decorated ivy holder.*

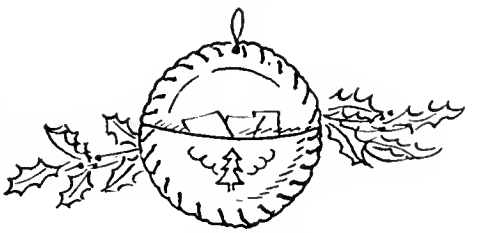
Material needed: empty tin can (preferably peanut can size) with wide opening, string (glossy type), shellac, one ivy pot.

Directions: Punch hole just above lower rim of can, using thick household nail and hammer. Slip one end of string from outside into can, knot end firmly and pull from outside. Spread glue on lower part of can, about one inch in width, and carefully wind string around it, continuing to apply glue as you go along till you come to a quarter-inch below upper rim. Watch out that there is no gap between individual circles of string. Cut off and hold in place with pin until securely attached. Cover upper rim, about one-half inch, with white adhesive tape so that end of string is hidden. Paint tape green or some other color, shellac entire outside of can. Punch three holes in top part of can, below the upper rim and at equal distances apart. Slip piece of string about eighteen inches long through hole and secure with knot inside of can. Repeat with two additional pieces of string in the other two holes. Gather all three free ends of string together and knot, forming a one-inch loop. All that is now needed is a small ivy plant and the holder is ready to hang on the wall.

4) *Napkinholder.*

Material needed: two paper plates, woolen thread, enamel, shellac.

Directions: Cut one paper plate exactly in half. Punch holes with leather or ticket punch around the rims of the full-size plate and the half-plate, spacing holes three-eights of an inch from the edge and five-eighths of an inch apart. Color both plates and sew them together with whipstitches using



a double strand of colored woolen thread. Continue stitches along uncovered half of full-size plate for decoration. Pull double thread through center hole of upper rim to make a loop for hanging. Fill with napkins.

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Many books and pamphlets are available on the making of other simple inexpensive gifts.

One of the most recent ones is *Gifts to Make at Home* by Marjorie Mueller Freer, a profusely and clearly illustrated book containing more than three hundred easily made and inexpensive gifts and holiday decorations. There are gifts for everyone from babies to adults—toys, clothing. home accessories, jewelry, and so forth—many constructed from simple materials which may be found around the average house. Also included is a list of sources where various hobby supplies way be obtained. Published by The Studio Publications, Incorporated, in association with Thomas Y. Crowell Company, New York. $2.95.

Another publication, featuring craft projects, which made its appearance late this fall is *The Book of Hobby Craft* by Glenn A. Wagner. This, also, is well illustrated with step-by-step procedures; however, the projects are more advanced, and require more materials, tools, time and skill. Older boys, especially, should be interested in making them. Published by Dodd, Mead and Company. $2.75.

In planning for the New Year, let us remember Joseph Lee.

The Influence of

On Adult Recreation

"EMERSON WROTE 'Every institution is the lengthened shadow of one man,' and the National Recreation Association is Joseph Lee's shadow."[1] To the association and all that it stands for, he devoted his life with an enthusiasm that has been the guiding light for the development of recreation throughout the country. Although his efforts were directed primarily to augmenting the play facilities for children, he by no means limited his scope of endeavor to children.

Joseph Lee was a Bostonian; a pioneer who had the courage to carry his ideas to completion. Many times he must have startled staid and proper Boston.

His dynamic personality captivated all who met him. No person could be in his company long without feeling his magnetism. He was humorous, had a keen mind, a knowledge of human nature, and a wise administrative judgment that has had far reaching effects in the furtherance of civic growth.

To many children and grown-ups his name is symbolic of all that stands for growth through play and education, regardless of barriers of race, creed or social standing.

Recreation for All People

It was Joseph Lee's wish to raise and dignify the play of children and to make parents understand its place in their development. To him recreation was also important in the lives of grown people. In addressing a Harvard alumni meeting in the resume of his activities from 1913 to 1933, he stated, "Recreation is not alone for children, but the aged also, because the aged know enough to learn."[2] Recreation for the adult population of the country has had a slow but steady development. This interest many times can be traced to his leadership.

Mr. Lee's Philosophy

The welfare of the neighborhood or community was uppermost in the thoughts of this leader who understood the importance of group membership. He felt that play should be of a form that receives neighborhood recognition, such as drama, dance, games and so forth, and that everyone should cultivate the power of expression in art, music, science and literature so that in times of play it may be pursued more fully. He thought it necessary that each person have the satisfaction of accomplishment, for, however insignificant, it brings its reward.

To Joseph Lee, the problem of civilization was the problem of leisure. For those to whom leisure is denied, and who are not able to express themselves in art or play, civilization is of doubtful benefit. The way to win life is to live it. Through all, the resources of the community can bring life to the individual.

To him play was an educational force, and it was the supreme seriousness of play that gave it educational importance. "Play is thus the essential part of education. It is nature's prescribed course."[3] He felt that school was invaluable in forming the child to meet conditions and opportunities; without this training a child would not grow up to fit our institutions. He once said that to a grown person, play was reminiscent, it was the return to the form but not the substance of youthful games; that most persons formed their own ideas of what play consisted.

Over the years Mr. Lee's own use of leisure became reflected in expanding the public recreation movement. Among the play activities he was fond of were picnicking, dancing, music, drama, sketching, painting, walking, reading, canoeing, fishing and conversation. He believed in simplicity but cared deeply for standards and for making the program, whatever it was, the best. It was always his wish to help people to find in their life a measure of enduring satisfaction. In his opinion there were less strenuous forms of play to which adults could turn, such as contemplation, the appreciation of poetry, of music, of beauty in nature and in art, of the wonders of the universe as revealed in science. He felt that it was necessary for everyone to put forth an effort in something that is creative in order to grow. "A man is truly awake when he has his dream," he wrote in his article, "The Need to Dream."[4] But Mr. Lee believed all dreams must be brought down to earth.

He wanted everyone to be himself and to live his own life, to get all the thrill, humor and glory that he could. He valued human togetherness as much as human differences. He thought that lives added up; and he wanted them to add up to better things. He was interested in final values as well as in the fullness of immediate experience.

Since play is deeply rooted in human nature, he felt the ideal was to have man's work satisfy his play instinct. However, he learned that civilization upset this theory and there is little place in business today for play. Therefore he specialized in acquainting cities and communities with the recreation movement, to provide the fullest opportunity for people to grow up as human beings.

Civic Interest

Mr. Lee felt that a great deal of the local political unity and national de-

[1] Donald G. Prattie, "Godfather of Play," *Reader's Digest*, January 1940, from *Christian Science Monitor*, December 9, 1939.

[2] George Butrago, "With the Class of 1883 at Harvard," RECREATION, December 1937.

[3] Joseph Lee, *Play in Education*, Macmillan Company, New York, 1920.

[4] Joseph Lee, *Journal of Addresses and Proceedings*, National Education Association, Ann Arbor, Michigan, 1913.

Elizabeth Clarke

Joseph Lee

in Baltimore

Joseph Lee in his Boston study. Says Susan Lee, "Don't let my father grow into a department store Santa, with only a reputation for benevolence to recommend him."

mocracy are dependent upon the community. A person can make a contribution to the community through interest found first in local recreation activities, and from this, form political and civic interests. He thought it was up to the citizens to consecrate their lives to ennobling the state, the country and its heroes, and to the children. In his undertakings he felt his country was not a success unless it could bring decent living and fair opportunity to all who had willing hands and active minds.

To him, the chief end of democracy was to give individuals and communities the kind of environment which would enable them to be most truly themselves, and to give them a chance to work out what was most fundamental to successful living.

Influence in Baltimore

As early as 1907 the impact of this young man, whose ideas were receiving national notice, was felt in the growing community of Baltimore. At that time, Robert Garrett was among the group of far-sighted men who organized the Public Athletic League. It was in 1922, with Mr. Garrett as president, that it was found desirable to bring together the Public Athletic League and the Children's Playground Association. Later this was called the Playground Athletic League, and operated throughout the state. In a reorganization in 1938, district supervisory positions were established in the fields of athletics, music and dramatics, arts and crafts, and garden and nature activities.

It was in 1940 that the organization became a department of the city government, the Department of Public Recreation, with Mr. Garrett as chairman of the board. To effect better cooperation between the park and recreation departments, they were combined in 1948, to form the Department of Recreation and Parks, comprised of the Bureau of Recreation, Bureau of Parks and Bureau of Music. Mr. Garrett was president of this board until 1950. At a banquet in his honor in that year, Mr. Garrett said that he derived his inspiration for starting and supporting recreation in Baltimore from Joseph Lee.

Clubs. Prior to 1922 there were mothers' clubs which were active in charitable and civic work, and in assisting with children's pageants and plays in a few centers. It was in March of 1922 that, at a board meeting, a motion was made and carried that an adult recreation worker be employed.

The adult social recreation program had as a nucleus nine mothers' clubs. At that time the work of the league was spread over the county and state. Social recreation took many forms: in some instances the supervisor was called upon to conduct programs for the PTA of the county, to conduct in-service training programs, to organize dramatic groups and to direct festivals. With a supervisor for adult social programs, interest was developed in social dancing, bowling and athletics for older people. Community play nights were started with general community Christmas celebrations. Tours of art galleries, travel talks, bus trips, symphony concerts, ukelele instructions, dance classes and dramatic clubs became popular.

When the reorganization was effected, the number of women's clubs increased to seventeen. There are now ten clubs within the city of Baltimore. These clubs include in their activities social recreation programs, pageants, and a play produced yearly by the combined membership. In 1936 it was suggested in the report to the board that more attention be given to adult social activities such as drama, music, arts and crafts, and nature study.

Music and Drama. While this division, organized under the set-up of 1938, was in its infancy, plays and community singing were stressed. A small drama group gave plays and enjoyed the sociability of the club.

It was in 1942 that a symphony was organized. Several years later a second orchestra was started, similar to the existing one, with rehearsals and concerts given for relaxation and pleasure, to both the orchestra members and interested Baltimoreans. At times a

Miss Clarke *is supervisor of garden and nature activities, Department of Recreation and Parks in Baltimore.*

speech clinic and a radio workshop have been suggested and carried through by citizens. For all of these programs in music and drama, the finest leadership has assisted the recreational fine arts groups to reach higher levels of achievement.

Arts and Crafts. Before 1941 a program of arts and crafts had been developed for children. It now was thought best to concentrate on an adult program. Pottery was the first interest of a community center group of five or six people. This interest has grown until there are seventy-two persons in different classes, and there is a long waiting list. An instructor of city-wide renown is provided.

Weaving has been a successful activity concentrated in a community center in another section of the city. Looms of all types are owned by the bureau, and expert leadership is provided. With these two programs well under way in 1945, a jewelry class was organized. More people than could be accommodated were eager to participate in this new hobby. At present there is a beginners' group and an advanced group. Enameling is the latest addition to the program.

The success of these varied arts and crafts activities is attributed to the professional and skilled leaders who have been obtained.

Sports. In the sports program offered by the bureau of recreation are centers for badminton and table tennis, gymnastic classes; a general recreation program of bowling, social and square dancing; and roller skating, football, basketball, volleyball and deck tennis leagues are in operation throughout the city during the winter. Softball for girls and women, and softball and baseball for men and boys are part of the extensive summer program.

Gardening and Nature Activities. In 1937, with the growing interest in adult activities, a group was organized to take hikes and walks through nearby parks and wooded sections. With a specialist in the natural history field as leader, these walks have continued to the present time.

It was not until 1943 that the bureau used the city greenhouse for instruction in the care of plants that can be grown in the home. Because of small space and the type of activity, groups are limited to twenty adults at each workshop. Held twice a year, this horticultural hobby has gained in popularity. With requests for additional workshops in related subjects, the program has possibilities for further development.

Evaluation of Lee Philosophy

That Joseph Lee's philosophy is comprehensive is demonstrated by the scope of his thinking and the application to existing problems. In recreation he never lost sight of individual needs while providing for group activities, in all fields, for children and adults. From his interest in slum clearance, health measures for schools, the founding of the Civic League, and also his interest in the juvenile court, it can be said that his is a philosophy that is all inclusive. It deals with government, education, recreation, health, and individual betterment.

In the field of adult recreation in Baltimore, it has been a great influence. Because of the changing pattern of local government, it was perhaps slow of growth; but it has expanded from organized community social recreation to include many programs offering all kinds of cultural and social activities. For the aging population, opportunities for checkers and other games, singing, square dancing, parties and reminiscing are cherished. This substantiates his statement that the age to learn to dance is the age you are. To help people live a better life he wanted them to live life fully and enjoy leisure as he did.

That the Baltimore program is comprehensive and includes programs for all types of people is demonstrated by the neighborhood women's social clubs comprised of the wives of laborers. Contrasted with this are the programs for the musicians and singers who attend rehearsals of the orchestras and chorus.

The field of art in Baltimore has also felt his influence. Programs are attempted and carried on, in many places, under situations with hardships and makeshift accommodations; however, great plans are being made for better facilities. An outstanding example is the youth and adult center that was converted from a bowling alley by the members. After eight years a dream came true and a new building was erected on the grounds of a school. These two buildings are used by the school and the bureau of recreation. Again it illustrates a theory, which first proved true in 1902 in New York, that schools and recreation centers or playgrounds can be combined.

Perhaps because this philosopher lived his theories and beliefs, they can be said to be most consistent. Through all his life his ideals were to give everyone a chance to live a life of his own. He was constantly striving to improve not only the individual but the country in which he lived. Throughout his life he wanted high standards for programs but felt the program should fit the needs of the neighborhood. An apt illustration of this is the general arts and crafts class that was started in a poor section of Baltimore. Soon it was discovered that the program was not successful, primarily because the adults had far too much work, either in the home or through employment, to find time away from home and family. When moved to another section of the city, it was very popular. Here the adults were of higher economic standing, had smaller families and more leisure time. Thus the program better fitted the needs of that community.

Recreation, as established in various cities throughout the land, varies to meet the needs of each community. The philosophy followed is certainly broad enough to allow for these differences and yet is consistent in all parts. The principles embodied are those set forth by the association, whose policies were formed by its president, Joseph Lee, who for so many years has been affectionately called "Father of Recreation."

"What we must aim at is to liberate the community's urge to play, so that each individual finds satisfactions for his needs of hunting, fighting, teamwork, creation and understanding. Work — economic independence — is one condition of an individual's self-respect and happiness, but only half of it: the man who has only work and no play has only half of him alive."
— Joseph Lee.

I Am a Professional Recreation Leader

Lillian Schwertz

● THIS MEANS THAT I am one of the many thousands of workers struggling for recognition in a comparatively new profession . . . a pioneer in the field of happiness!

This means I know the shortcomings of my profession, and yet love it enough to continue in it. I know that the ultimate goal of recreation, to become a definite accepted part of all communities the same as are the schools, police, fire departments and public health, will be reached during my lifetime.

This means I love my fellowman, and the opportunities offered him through this thing called "play," so much that I am willing to work harder than I need to work, face discouragements as they come, for the final satisfaction of knowing that, through my small contribution, I have been instrumental in the development of a future well established profession.

This means I recognize that even though I may never have the monetary income that the job deserves, I shall be richer with my bank account of memories than I could ever be with a bank account representing the dollar sign.

This means that through my profession I have helped people find a richer, fuller area of living. I have heard the laughter of children, I have seen the same children become happy, wholesome teen-agers, and then I have seen them take their place in life as well adjusted, well balanced young adults. I have proudly watched these same young adults bring their own children to the playgrounds and centers for the abundant opportunities which they once found themselves. I have seen lonely, older people become happy and young in spirit.

This means that I must keep myself mentally alert, physically fit, spiritually humble and morally clean, because as a leader in my community I shall be in a position to influence for good or bad all with whom I come in contact. I must remember that a cross word or unsportsmanlike deed on my part is indeed a mark against the principles of all things good and true . . . the principles of my profession.

This means I must constantly reprimand myself if I commit acts of pettiness, selfishness and thoughtlessness, because how can I help others to enjoy their leisure hours if I am not a happy, well adjusted person?

This means that when I ask myself "Why are you a recreation leader?" I can truthfully answer: "By being an instrument of service to my fellowman, I, too, become a more worthwhile person and a better citizen in this great wonderful country."

It means, to me, nothing is more completely satisfying than to have a child come to me and because of my efforts say, "Gee, I had FUN! . . . Thanks!"

MRS. SCHWERTZ *is supervisor of playgrounds and recreation centers in Dallas, Texas.*

A Global Look at

THOMAS E. RIVERS, *Assistant Executive Director of the National Recreation Association, and Mrs. Rivers, have just returned from a trip around the world. They were first invited by the National Recreation Association of Japan to visit that country to help in the expansion of the recreation movement.*

The Board of Directors of the National Recreation Association of the U.S.A. accepted this invitation in their behalf, and authorized them to make brief stops in other countries enroute to look into recreation developments. The whole project was financed by special contributions.

This is the first of a series of articles on the Rivers' global recreation service for National Recreation Association. A fuller account of the mission to Japan, where the Rivers spent six weeks, will follow in a later issue. The Seattle banquet address on global recreation service will be available in pamphlet form.

Part I

THE MESSAGE of recreation as a means of life enrichment as we know it in America has been carried literally around the world. This message was listened to eagerly and heard gladly by men and women of many races and tongues. A tense world is turning to recreation for mental and emotional relief.

The hunger in the hearts of men, women and children for abundant living is much the same, whether the skin be black or white, brown or yellow; and in many lands, recreation is beginning to satisfy that hunger.

I am proud to report that this world mission has won friends for America. In our field of recreation, international ties have been strengthened through this demonstration of practical cooperation between peoples in meeting a fundamental human need at a critical time in the world's history. We have opened up channels of information and established contacts that will form the basis of a world-wide brotherhood in the field of recreation.

Their confidence in us puts a responsibility not only upon the National Recreation Association, but upon the whole recreation movement in America.

We left New York on June 27 and flew all the way. We have felt heat when it was 110°F. in the shade; spoken to crowds when the glare was so bright we could not see; seen monsoons flood streets in India; and felt rain come through the hotel roof in Pakistan as we registered. A typhoon interfered with some of our program in the Philippines. We left Cairo just before the King of Egypt abdicated; walked alongside of no man's land in Jordan —Jerusalem; toasted the birth of a royal heir who arrived one day before we did in Thailand. In beautiful Hong Kong, one of the last outposts of freedom in the Far East, we looked over the border into Red China, out of which pours a steady stream of disillusioned political refugees. We saw thousands of ill-clad, poorly fed refugees in the Arab lands; and walked among and talked to homeless Hindus and Moslems uprooted by the partition of India; ate in a Chinese home in Hong Kong with the family of a recreation director who brightens the lives of people in the most densely populated area in the world; and dined with members of the imperial family in Japan, concerned about recreation for the people.

In Greece a group of undernourished children danced for us. In Kyoto a group of Japanese aristocracy in elaborate costumes demonstrated for us the ancient royal game of *Kemari* or "kick ball." In India we fed bread to wild monkeys from the windows of a modern dining car. At the Inner Shrine in Japan, temple maidens and priests put on a service of sacred dances for us, and at Nara we spent the night in the quarters of the Grand Patriarch of Tenri, a religion that has over three million followers.

We worked in lands where civilization first began, where today these ancient cultures are being blended with twentieth century miracles, where Cadillacs vie with sacred cows for a place in crowded streets. In these strange places and others, we dropped out of the sky to be greeted by friendly people who waited our coming and had prepared programs for us.

I gladly acknowledge here the careful preparation, hospitable reception and enthusiastic cooperation of representatives of various agencies that helped to make our mission successful; our own United States Embassies, the YMCA, the Near East Foundation, and national, and local government agencies in the countries visited.

In each of the countries visited, we met with leaders of public and private agencies to do two things: (1) to report on the recreation movement in America and the services of our National Recreation Association here and abroad, distribute a set of the recreation literature that might be helpful, and (2) to find out what they were doing and how we could help then and later. We did this in twelve countries before reaching Japan.

Recreation

T. E. Rivers

In all these lands our message basically was this:

The real spirit of America is to share the good things of life with all mankind.

Leisure is the gift of modern technology.

America has leisure. Ways should and will be found to give the people of the world more leisure.

Recreation is one of the satisfying ways to use leisure.

Recreation has many values.

We then proceeded to explain in detail what we meant by the recreation program; how it was organized, financed, promoted. We emphasized: that recreation was for all the people; that good trained leadership was of paramount importance; that the recreation movement should have a strong central agency to give service and guidance to the local units; that local initiative and the "do it yourself spirit" was the path to progress; that schools should help to prepare the people for leisure; that the recreation program was broad; that girls and women should be more widely included as participants and leaders; and that home and family recreation were especially desirable.

Here are some of the experiences that linger in our memories.

Portugal

• Lisbon from the air was lovely. In the brief sweep over the city we spotted the stadium, three swimming pools, a park, and the circular building we later learned was the *Praca de Touros,* where bull fights are held.

Clear Mountain Park, an area about two kilometers square located on the highest spot in Lisbon, is a new park being developed by the government on partly contributed land. Low-cost housing projects are nearby. It looked like an impressive beginning of a great recreation area.

We saw a number of private clubs for soccer, horseback riding, and gymnastics—the club is the basic recreation unit.

Our fleeting look at Portugal was very favorable. Lisbon was clean and the people were friendly. The *Rue Liberdade* was a most interesting mixture of the old and new. Modern automobiles, donkey carts and women with large baskets of fish on their heads mingled, while men sipped drinks on the cafe-lined sidewalks.

Spain

• In Spain there is no recreational organization for recreation generally as we know it. The *Falange*—the dominant political party—is all pervasive in education, sports, camping and handwork. Schools are backward; we learned of only one with modern recreational facilities, but that is excellent and is hopeful as a model.

The two principle sports interests of Spain are soccer and bull fighting—*Fut bol* and *Toros.* Soccer is to Spain what sand-lot baseball is to America; and boys know the top players, their records and standing in the league. In addition, Spain has music, drama, handcraft, sports, beautiful parks in Madrid; but the top rating for recreation activity must go to the *penas.* Of all the media of expression for the Spaniards, talking is first; and a *pena* is a group of people of like interest who meet together to talk for fun. Men and women have their own separate groups. Seldom were they mixed, but more and more, as women advance, they are becoming co-recreational.

The National Stadium in Lisbon where soccer contests are held. Soccer is one of the most popular national sports in Portugal.

Soccer also draws large crowds to Madrid's Chamartin Stadium, for this sport is to Spaniards what baseball is to Americans.

Madrid is in the mountains; and one exception to "sport for the wealthy only" is skiing. On a winter weekend, we were told, thousands take the electric train to the mountains; and whole families ski together.

We had a delightful interview with Senor Cecilio Rodriguez, the eighty-seven year old chief of parks and gardens of Madrid. He began in the park system at eight years of age as a gardener's assistant, and today has an avenue

named for him, and his statue is already erected in the principal park.

Italy

• In Italy, *E.N.A.L.* is the association most comparable to our NRA. It has an extensive program of assistance to local groups. It has inherited many of the facilities of the old *Dopolavoro*, active before the war. At a meeting in Rome, organized by *E.N.A.L.*, about forty organizations came together, in their headquarters located in a count's palace, for an exchange of information and experience. We exchanged literature, toasted each other as spiritual brothers, and each pledged to the other continued cooperation in spreading opportunities for freedom of choice of recreation for its own sake without regard to economic, political or other reasons.

We visited a number of *C.R.A.L.*'s, or recreation centers for various industries or government departments. They had fine facilities but we noticed the absence of leadership.

One outstanding recreation spot visited was the Flamingo Bocci Club. Here large numbers of people of all classes were playing the well-known Italian game on indoor and outdoor courts. Families were present and a very happy recreation atmosphere prevailed.

The modern *Fora Italia*, started by Mussolini and now being completed, is a gigantic recreation facility with a stadium seating 100,000, a swimming pool of enormous proportions, and many tennis courts.

While in Rome we had the rare privilege of an audience with His Holiness, Pope Pius XII. He greeted us cordially, and I quickly gave him our message: that, next to religion, the wholesome use of leisure could be one of the most important ways to make life more abundant for the people; that the NRA serves all agencies, governments, churches, hospitals and schools that want to use recreation for the enrichment of the human spirit; that, although the recreation movement was non-sectarian, many of the association's friends and supporters were Catholic and would be tremendously pleased if I could take to them a word of encouragement.

He gave us, our family and friends, his benediction and then walked away, but turned back and said, "And a very special blessing for your work." Many of you will remember that Pope Pius XII some years ago issued a very strong letter on the importance of the right use of leisure.

Before leaving Rome we walked through the Colosseum where a perverted sense of recreation, nearly 2,000 years ago, was satisfied by the slaughter of Christians or a fight to the death by gladiators. We saw the *Circus Maximus* where an audience of over 200,000 used to watch spectacles put on for the people.

Greece

• In Greece, Demetrios Lezos is a living example of the biblical injunction to cast your bread upon the waters. Fifteen years ago, the NRA cooperated with the Near East Foundation, which brought Lezos to America, and supervised his recreation training. He learned what a public playground should be and how it should be run; and went back to Greece and took charge of the Hyde Playground (contributed by A. A. Hyde of Wichita, Kansas).

The Hyde Playground, under the inspiring leadership and devoted service of Lezos, has become a symbol of American service to Greece. Lezos' spirit and influence were felt wherever we went. Children and adults greeted him with affection. Men all over the city spoke with appreciation of what Lezos and the playground had meant to them. Here is an example of recreation leadership affecting the life of a nation. For not only does it serve the people of Kaesariani, but under the Ministry of Education which now operates it, it is a model; and as Greece gradually gets back on its feet, other playgrounds are following.

Drama group on playground in Greece is coached by bishop who had been active in revolution for Greek independence.

One of the most inspiring days of our trip was a Sunday spent in two camps for working boys and girls, twelve miles out of Athens on the Aegean Sea. They were as clean and efficiently run as any camps I have seen. Their programs were rich and varied and entered into with zeal. What we saw and felt there was a moving experience.

Mrs. Napika Parpandoki, a remarkable woman who, after twenty-five years of serving the girls of Greece through two wars and a revolution, feeding them during the occupation, giving health instruction, vocational guidance and meeting the many other needs of youth in a troubled nation, said to me: "The thing of which I am most proud is that I have taught them to laugh and play."

In a farewell talk, made not fifty feet from a cement gun emplacement left by the occupation forces which used this camp during the war, I said I would report to America that the nation which had contributed so much to the culture of the world and has suffered so much in defense of freedom was today in good hands.

On all the items sent to Greece with American aid appears a label with the slogan "Strength to Greece from America." Recreation services are not so labeled, but the spiritual and physical power of Greek youth today and their fierce devotion to the democratic way owe much to the opportunities to live happily in their limited leisure during this difficult reconstruction period.

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This article will be continued in the January, 1953 issue of RECREATION, *and will include experiences in Egypt, Jordan, Pakistan, India, Hong Kong and the Philippines.*

FIRST STEPS IN PRODUCING A PLAY

Blanch M. Hogg

IN ALL PROBABILITY the director will have read the script and begun to dream about a possible production long before any actual work on it begins. But whether this particular time lapse is long or short, the fact remains that the first step in the preparation of the performance is made by the director alone and it consists of reading and rereading the script, getting the feel of it as a whole, how it is built, how it grows; sensing what the author wants to say and the response which he hopes the audience will give; getting to know the characters in the play, how they are related to each other, and the mainsprings which motivate the things they do. This preparation may be long or short, but by the time it is completed the director has a first, clear impression of what the play is about and how the production might take shape. There is nothing binding or inflexible about this first impression, but it is the springboard from which the director will work.

Nothing is more important in the preparation of a plan than careful casting. This is a point where it behooves a director to move slowly. If an open casting reading has been called, the director will probably be faced with actors whose work she already knows and whom she may already have in mind for certain parts, but also by people of whose capabilities she knows nothing. The first step is, therefore, to consider carefully everyone who wishes to read for a part. The director should talk individually with each one; and her assistant, who is the stage manager, should take notes of all points which are brought out in these interviews which might be helpful, such as name, age, height, how they speak, whether they have any experience or not. He should also note any suggestions made as to the part they might play. Not until everyone has been interviewed or talked to, should any attempt be made to cast the play. And before doing this,

The play starts as an idea in director's mind, its first form being the script.

it is a good idea to take a little time and consider carefully the two lists which by then will have been prepared—the list of the characters in the play (this the director will have prepared in advance of the reading) and the notes on the readers which the stage manager assembled during the interviews. From these two a third list may now be prepared, grouping the readers' names about the part for which they seem best suited.

Interviewing the Potential Cast

The director is now ready to begin casting readings. The director should not try at this stage to read the play as a whole. It is much better to select a number of scenes. Nor should she try to cast all the parts, but

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In casting, everyone should have chance to read several different parts. This is a real testing period, shows whether actor is suitable for part, responsive to ideas.

*Reprinted from *Prelude to Performance*, by permission of National Council on Physical Fitness and the Physical Fitness Division, Department of National Health and Welfare, Canada.

Careful checking and necessary alterations of costumes are important. Costumes should fit the period, complement the settings, respond well to the lighting.

A final approval of all make-up should be obtained from the make-up department, although each actor should be trained in this art and learn to put on his own.

concentrate on the main ones, or on such as have marked individual characteristics. Smaller parts, such as lords-in-waiting, and so forth, can be filled in later. It is often a good idea to have only two or three readers at a time. The readers themselves will not be so nervous. The director can listen and concentrate better, and get a clearer impression of the things she is looking for. What will these be? A natural for the part, if she is lucky enough to find one; but on the whole, type casting is not by any means the most important consideration. However, there are certain essential physical characteristics which should be considered. For instance, in *As You Like It*, Rosalind must be tall, and Celia short. An intelligent reading of the part and an understanding of the lines is an important consideration. Sight reading is notoriously misleading; some people read better than others but have really very little more to give, others stumble and are unimpressive, but given a chance to get to know the lines better, improve out of all recognition. The director can test this capacity a little by herself clarifying the meaning of some of the lines, and then having them reread. One thing which can be tested is the general voice quality, whether it is pleasant or unpleasant, monotonous or colorful, clear or muffled.

Methods of Casting

During the course of the readings the director should try to hear everyone in two or three parts. By that time she will have formed some pretty clear impressions, but should not be in a hurry to make a definite casting. It is better at this point to eliminate only those who are quite unsuitable for the play and to invite everyone else to come back to the next reading, which will be a complete play reading.

Generally speaking, a director is wise to allow two or three such readings. They are the real testing period. As readers become more familiar with their parts, it becomes much clearer to the director whether or not they are suitable, whether they have ideas of their own and are creative and imaginative, and whether they are responsive to ideas which are suggested to them, that is, to direction. During the course of these early readings the director will share with the cast her ideas about the play, what it is about, how it grows: the broad lines of the characters, their relationship, and the motives which prompt their actions. She will encourage discussion and the exchange of ideas. By the end of these readings the casting should have been completed and everyone should have a grasp of the play as a whole. In part, the director will achieve this by suggesting what she feels is the author's intention and by explaining how she plans to interpret it. In part, it will be the result of the impact which the play itself makes upon each actor as he reads it. The actors themselves will have begun to think about and know the characters they are going to play.

Designing the Sets

During this same period when the foundations of interpretation are being laid for the acting, or preferably even previous to it, work will have begun on some of the production problems of the play. Sets must be designed. Very often an artist or scene designer is asked to do this. It will be much more helpful to the designer if the director is able to indicate right at the start any features of the set which have already become important to her in her preliminary study of the play. For instance, she may have a strong feeling about wanting variety of level, steps, and so forth. She may feel that the position of some door or point of entrance and exit is of great importance. She will suggest something of the general mood and intention which she has in mind in developing the play. The designer, too, should have read the play and be able to bring suggestions as to how it can be visually interpreted. Working together, rough sketches can be drafted. The designer will later develop these in detail, and

should also prepare a ground plan of the proposed set, drawn to scale and planned in terms of the area which will be available on the stage to be used. Eventually, the designer may be able to prepare a little model of the set, indicating everything in color and proportion. This can be a great source of help and inspiration to everyone who is working on the play.

Constructing the Sets

Once the set has been designed, other workers must be called in to carry out its construction. The chief of these will be the stage carpenter, and before he starts work on it he will be wise to verify all the measurements, and if possible to rough out the actual dimensions of the area to be used.

Planning the Costumes

If the play is a costume play, a great deal of preliminary work will have to be done. The costumes must be planned to go with the set, they must belong together in period, in color and in general mood and quality. In addition, there are considerations of texture and of the response of the materials to lighting. There are also, probably, very practical considerations of expense and of the use of cheap fabrics which give good effect. The set and the costumes may be designed by one person, or by separate artists; but the important thing, if there is to be any unity, is that they be planned in relation to each other and that the scene designer and the costume designer work in the closest collaboration with one another and with the director. The costume designer should prepare sketches of the proposed costumes, and these and the materials which will be used to make them should be checked before any work is begun on cutting or sewing.

Collecting the Properties

Another job which should be organized, right at the start, is that of the properties. "Props" will be responsible for all furnishings and hand properties required, and a complete list of these should be prepared in advance. It will be the responsibility of the "props" to furnish substitutes for these which can be used during the rehearsals and to locate, or to make, the actual articles which will be used in the performance. Here again, "props" does not work alone, but in conjunction with the director and the designers.

Forming a Team

In fact, what has happened is that a production staff has been assembled, made up of all those who will be responsible for the visual effects in the production. Each of these will have their own group of workers, who will be working with them on their specialized jobs. The director will work directly with the production heads and will hold staff meetings at different times to keep everyone in touch with each other and with the progress and development of the play as a whole.

The person who works most closely of all with the director is the stage manager. He is her assistant and he should be familiar with every detail of the performance as it is set and developed. The stage manager should prepare a very special script of the play which is known as the stage manager's script. This may be a loose-leaf notebook with a page of the printed text inserted between each of the pages of the notebook. The main point is that there be plenty of marginal space or a blank page upon which the stage manager can make notes of everything pertaining to the performance of the scene. The stage manager should be able at any time to re-rehearse any scenes which have been set by the director, and eventually it is the stage manager who will be in charge of the performance. During the period of the readings, the stage manager assists by keeping any notes which may be required and by preparing a schedule of the proposed play rehearsals.

Planning the Action

The time which can be spent on the production should be carefully planned by the director. Better results will be achieved if the actors know, in advance, what they will be working on at each rehearsal and what will be expected of them.

At dress rehearsals, the prepared work of the actors and all elements of the visual presentation which clothe and frame the action are blended into one coordinated production.

The following pamphlets published by the National Physical Fitness Division may be ordered from Mr. Edmond Cloutier, King's Printer, Ottawa, Canada: *Simplified Staging*, 10 cents; *Simplified Stage Lighting*, in press, approximately 7 cents; *Prelude to Performance*, 7 cents; *Here's How to Do It*, 45 cents; Supplement to *Here's How to Do It*, in press, approximately 45 cents.

Films and filmstrips for community drama groups are also available. For information about the titles, content, prices, and preview arrangements in the United States, write to the National Film Board of Canada, 1270 Avenue of the Americas, New York 20.

True

Delegates worked hard
at the 1952 National R

Banquet on Thursday evening presented a gay and colorful spectacle. Note the speakers' table at the right, seating thirty honored guests.

"The Four Teens," 1952 championsh
barbershop quartet, were flown in fro
Airforce Base, Illinois, to entertain at

Mrs. Aina K. Manuel, Supervisor of Museum Activities, City and County of Honolulu, presenting an orchid lei and a kiss to Ben Evans, director of recreation in Seattle.

LEFT, the workshop on dramatics, l. to r., Winifred Bowers, University of Utah, Edna B. Kennedy, Portland, Oregon, Grace Walker, of the NRA staff, and Mrs. Howard Braucher, NRA, New York.

RIGHT, Robert W. Crawford, Philadelphia Deputy Commissioner and Superintendent of Recreation, extending invitation for the 1953 National Recreation Congress to be held in that city.

Form . . .

ayed heartily
on Congress

ABOVE, Discovered applauding at the speaker's table during the banquet was Mrs. Howard A. Frame, who is an interested sponsor of the NRA.

ssion.

ABOVE, Mrs. C. M. McCune, daughter of the late Judge Austin E. Griffiths, presenting her father's $3000 bequest to the association. The check is accepted by Chairman of the NRA Board Otto Mallery.

ABOVE, Guests are knighted by King Neptune, of the Seattle Seafair Centennial Celebration. Joseph Prendergast, Thomas Rivers, Susan Lee, Otto Mallery, and Mrs. Paul Gallagher.

LEFT, Proving that some of the fun was "just a circus." Keith Macdonald, Executive Director of Recreation, Greater Vallejo District, represented his department's clown club.

NOTES

Size of Diamonds

The American Baseball Congress recently reported on a survey undertaken to determine the size of diamonds used for junior play. Results indicated a wide variety in local practice. Fifty-nine per cent of the cities reporting use regulation playing fields for boys thirteen years of age and older, 71 per cent for boys fourteen and over and 80 per cent for boys fifteen and over. A great variation in size is reported for players twelve years of age and under.

By and large, the trend is to use the regulation diamond for players fourteen and older. Size of the abbreviated diamonds varies from a sixty-foot base line, reported in one city, to an eighty-two-foot base line reported in several cities. Pitching distances vary from forty-four to fifty-seven feet.

City Employee's Code of Ethics

In days of the exposure of graft in public office, it is encouraging to see that some cities have adopted a code of honor for all municipal employees.

The "City Employee's Code of Ethics," which appeared in the Los Angeles City Clerk's *Your Government at a Glance*, will be of interest to all and applicable to the recreation employee:

Attitude of Employee to Public Service

I am a public employee—mindful of the fact that I am but an integral part of the entire governmental structure, and that my employment is not a personal right, but a privilege embodying a trust.

I Will Be: Loyal, for fidelity is the foundation upon which the structure of public service rests;

Honorable, for stability of the public service structure depends upon honor and integrity;

Efficient, for efficiency creates public confidence and assures progress in public service;

Relioble, for I must assume my share of responsibility, knowing that my fellow employees will do likewise, thereby improving the public service;

Courteous, for courtesy greatly enhances both the value and efficiency of public service;

Resourceful, ever seeking to extend my sphere of usefulness for the benefit of public service;

Tolerant, of the opinions and conduct of others, both within and without the public service;

Watchful, in public and private conduct to ever uphold the highest ideals of public service.

Recreation Areas in Subdivisions

A publication entitled *Suggested Land Subdivision Regulations*, recently issued by the Federal Housing and Home Finance Agency, recognizes the importance of park and recreation areas in subdivision planning. A section dealing with purposes and objectives contains the following:

"*Parks and Recreation.* Provision of adequate recreation facilities, including playgrounds and small parks, is a factor which cannot be minimized in the acceptability of a plot. Sidewalks and streets are not safe recreation areas. Multi-family dwellings, row houses, duplexes and other types of dwelling establishing concentrations of population may aggravate the recreation problem. As much as possible, the garden apartment type of multi-family development should be encouraged to provide for internal recreation spaces as part of a project. The health, welfare and stability of a residential community requires a careful analysis of the anticipated child age composition and adequate attention to the needs and convenience of a recreation program for the community as a whole. The municipality has an interest in negotiating with the subdivider for the reservation or dedication of space for necessary playgrounds and parks in appropriate locations."

In a section dealing with design standards, the following statement appears with reference to public sites and open spaces:

"1. Where a proposed park, playground, school or other public use area shown in a general community plan is located in whole or in part in a subdivision, the planning commission may require the dedication or reservation of such area within the subdivision in those cases in which the planning commission deems such requirements to be reasonable.

"Small neighborhood parks, playgrounds or other recreational open spaces form an important and necessary part of the development of the land. Their location should be determined by some degree of community or neighborhood planning, so that each area which is of sufficient extent to need or justify a neighborhood open space will obtain such an open space of the appropriate size and at the appropriate location. The best, most economical time to do this is before or at the time that the land is being subdivided. However, as ownerships of land, and consequently subdivisions, seldom correspond to these neighborhood or community areas, it follows that requiring each subdivider to dedicate a certain percentage of his tract would not result in getting compact and concentrated playgrounds or other open spaces of the proper size and location. For the same reason, it would result in injustice to require a tract smaller in area than the neighborhood or community area to contribute more than its share of the appropriate locations.

"The fair and intelligent method would seem to be that the planning commission make neighborhood or community plans, designating in a general way the nature and extent of the open spaces and then, as any por-

for the Administrator

tion of the area comes to be submitted for subdivision approval, take such steps as will cause the dedication of the recreational spaces at or about the places designated in the neighborhood plan, with money adjustment to compensate the owner of any subdivided tract for the excess contributed by him above his fair share.

"2. Where deemed essential by the planning commission, upon consideration of the particular type of development proposed in the subdivision, and especially in large-scale neighborhood unit developments not anticipated in the general community plan, the planning commission may require dedication or reservation of such other areas or sites of a character, extent and location suitable to needs created by such development for schools, parks and other neighborhood purposes."

School Expenditures Upheld

The right of the board of education of a school district in the state of Illinois to establish and operate a summer recreation program for children was upheld by a decision handed down in the circuit court of St. Clair County in Illinois on July 27, 1950. The case resulted from the refusal of the township treasurer to receive and honor warrants drawn up by the board of education of the local school district for the purpose of maintaining and operating summer physical education and recreation programs. His refusal was based upon advice received from certain school authorities of the state to the effect that the board had no right or authority to maintain and operate such programs.

The plaintiff, which was the Board of Education of School District No. 189, had conducted a program for three summers without any question having been raised as to its authority to expend funds for this purpose. When the township treasurer refused to honor its warrants, it brought action against him.

The decree of the court, as reported in the *Illinois Recreation Association Bulletin,* was as follows:

I. Plaintiff has the right, power, and authority to institute, establish, maintain, and operate summer physical education and recreation programs for children of school age residing in School District No. 189 in the County of St. Clair and State of Illinois in school buildings in said district and to pay the expenses thereof out of its educational fund derived from taxes duly levied by it and thereafter collected by the proper authorities and paid to the defendant as Township Treasurer, as aforesaid for it, and from funds received by said defendant as Township Treasurer, as aforesaid, from other sources for plaintiff.

II. The defendant, Forrest P. Beckwith, as Township Treasurer of Township two north, range nine west, in the county of St. Clair and state of Illinois, shall hereafter accept and pay all school orders and warrants drawn on the educational fund of the plaintiff in his hand and presented to him as Township Treasurer, as aforesaid, for the institution, establishment, maintenance and operation of summer physical education and recreation programs instituted, established, maintained and operated by the plaintiff for children of school age residing in said School District No. 189, in school buildings in said school district for the year 1950 and thereafter.

III. Plaintiff shall have and recover of and from the defendant the costs of this action to be taxed by the clerk of this court.

A Case of Legality

The San Mateo Park and Recreation Department has taken issue with the legal opinion of the city attorney, who doubts the legality of a new ordinance proposed by the commission. The ordinance would require a fee from the subdividers for each lot in a new tract before the city approved the subdivision, with the money to be put into a fund to finance park and recreation facilities.

A joint statement, issued by Matt Thiltgen, Superintendent of Recreation, and Stanley Pitcher, Superintendent of Parks, said, "It is not the intention of the park and recreation commission to deprive anyone of their property without due process, and this was not implied in the proposal. The recommendation was that a fee be paid by subdividers to provide a facility for the public welfare. Many requirements are placed on business enterprises within cities in order to serve the welfare of the community; requirements which, if imposed upon individual property owners, might be challenged as illegal, but are not so considered when set up as requirements for business operations—and the subdivision of property is definitely a 'business operation.'

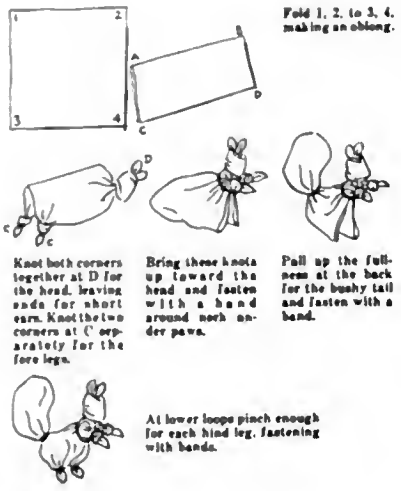
"While it is true that no court decisions have been made on these ordinances, it seems strange that if they are illegal, they have not been challenged. License fees and assessments of all sorts are charged for public betterment and the constitutionality of such is never questioned. What is the difference between these charges and the proposed fee for the provision of seriously-needed public improvements which will serve the general good?"

A recreation subdivision ordinance designed to enable owners of future annexed lands to contribute to the Mountain View Recreation Department is to receive its first formal introduction, according to Ray Mathies, Director of Recreation. The ordinance provides that subdividers, prior to the approval of a final map "shall first deposit with the city the sum of twenty dollars for each lot."

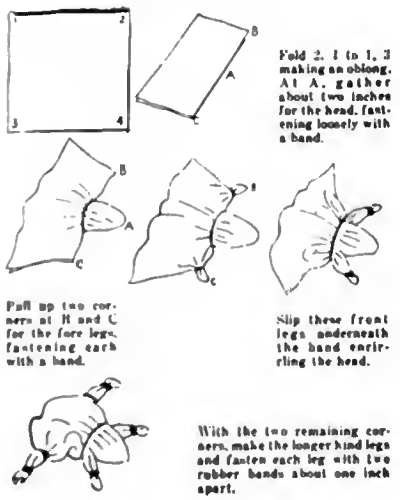
A letter has been sent to the San Mateo Park and Recreation Department asking them to advise us of the decision on the ordinance's legality.

A Handkerchie

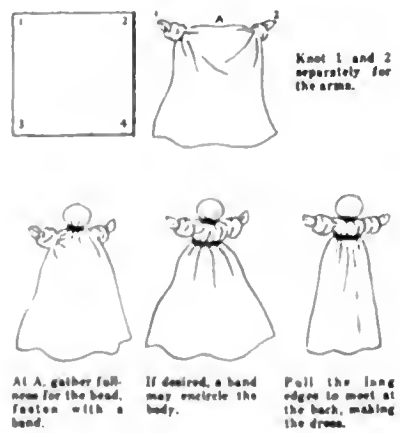
Squirrel


Fold 1, 2, to 3, 4, making an oblong.
Knot both corners together at D for the head, leaving ends for short ears. Knot the two corners at C separately for the fore legs.
Bring these knots up toward the head and fasten with a band around neck under paws.
Pull up the fullness at the back for the bushy tail and fasten with a band.
At lower loops pinch enough for each hind leg, fastening with bands.

Frog


Fold 2, 1 to 1, 3 making an oblong. At A, gather about two inches for the head, fastening loosely with a band.
Pull up two corners at B and C for the fore legs, fastening each with a band.
Slip these front legs underneath the band encircling the head.
With the two remaining corners, make the longer hind legs and fasten each leg with two rubber bands about one inch apart.

Baby


Knot 1 and 2 separately for the arms.
At A, gather fullness for the head, fasten with a band.
If desired, a band may encircle the body.
Pull the long edges to meet at the back, making the dress.

CHILDREN FOR MANY GENERATIONS past have been afforded much pleasure and entertainment by transforming their handkerchiefs into imaginative, though temporary, animals and dolls through a simple process of twisting, knotting, or rolling the squares into the desired forms. Handkerchiefs have also long been used as essential equipment for such well known childhood games as Drop the Handkerchief and Blind Man's Buff. For a Christmas party that is different, and requires a minimum amount of equipment and preparation, this party for young children, based on the use of handkerchiefs, is suggested. The figures shown lend themselves to a variety of uses for parties and programs; however, they are featured in this party as a learn-how activity.

To make the figures, a plain colored handkerchief of firmly woven fabric, about fourteen inches square, and several rubber bands are needed for each child. The leader or instructor should know the steps thoroughly and be able to explain and demonstate them to the children slowly and carefully in the simplest manner. After they have learned to make all of the figures, let each child select the one he likes best and re-make it to take home as a party souvenir.

Party Favors

Favors of candy and nuts, tied up in small red or green handkerchiefs and fastened to candy canes, may be quickly and easily assembled, and are most appropriate for a Christmas handkerchief party.

HANDKERCHIEF GAMES

Santa Comes by Parachute

Equipment—A Santa figure about five inches high, cut from heavy cardboard (or paper, weighted with a metal washer); a parachute made of a small silk handkerchief with an eight inch piece of string tied to each corner and then fastened to the top of the figure. A landing zone made by marking off a piece of wrapping paper into twelve-inch squares, and drawing or pasting a picture of a different toy in each square. Small candies in the forms of the toys pictured in the squares.

Each child, in turn, throws the Santa figure up in the air so that it parachutes down onto the landing zone, and receives a candy toy matching the picture of the one in the square in which Santa lands.

Find the Toy

Equipment—A small toy wrapped and tied in first one handkerchief and then another until there are about ten layers.

Handkerchief figures are reprinted with permission from *Out of a Handkerchief* by Frances E. Jacobs, illustrated by Marion Downer. Lothrop, Lee and Shepard Company, New York. Out of print.

Party for Christmas

Children sit or stand in a circle and pass the package around to the music of "Santa Claus Is Coming to Town" or any other well known and lively Christmas tune. The music is stopped abruptly and the child caught holding the package unties and removes the first handkerchief. The music starts again and the package is passed until the music stops and the second handkerchief is removed. This continues until a child finally unties the last handkerchief and wins the toy inside of it.

Jingle Handkerchief Relay

Equipment—One handkerchief for each team.

Divide the group of children into equal size teams of seven or more players. The teams line up and the first member on each is given a handkerchief with a small bell tied to one corner. He shakes the bell three times, makes a complete turn in place, shakes the bell three more times and passes the handkerchief to the child behind him. The procedure is repeated down the line to the last player. He brings the handkerchief back to the first player, who shakes the bell five times. First team to finish wins.

Searching for Santa

Equipment—A small bell and a handkerchief for a blindfold.

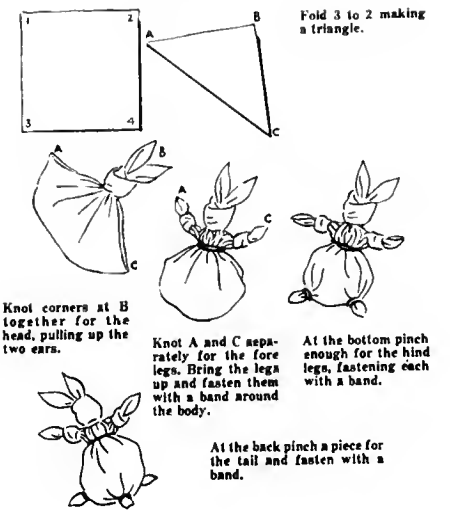
One child is blindfolded and another is chosen to be Santa Claus and is given a small bell. The blindfolded child stands in the middle of the room while the other children scatter around him. When he says, "I'm looking for Santa", they all stand still; and Santa rings his bell to indicate where he is. The blindfolded child walks around, trying to find him, until he touches someone and then asks him, "Are you Santa?" If he is not Santa, he answers, "No, I am only one of his helpers." The child who is Santa rings his bell and the seeker tries again to find him. When he is found, Santa and his seeker choose other children to take their places.

OTHER USES FOR HANDKERCHIEF FIGURES

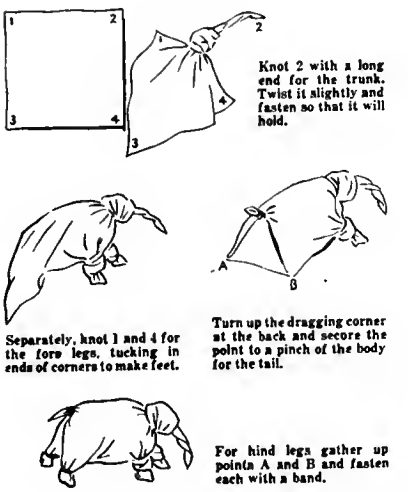
The handkerchief figures have many other possibilities for the program leader:

—finger puppets for impromptu shows and stunts;
—on-the-spot-fashioned props for story hours;
—banquet table stunts (using napkins instead of handkerchiefs);
—tray decorations for hospitalized youngsters;
—table decorations and favors for a circus party;
—and the rosebud bouquets make simple and effective mother-daughter party favors, and inexpensive and practical corsages for a teen-age dance or party.

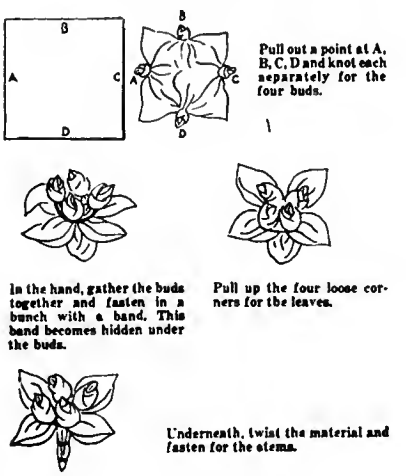
Rabbit


Fold 3 to 2 making a triangle.
Knot corners at B together for the head, pulling up the two ears.
Knot A and C separately for the fore legs. Bring the legs up and fasten them with a band around the body.
At the bottom pinch enough for the hind legs, fastening each with a band.
At the back pinch a piece for the tail and fasten with a band.

Elephant


Knot 2 with a long end for the trunk. Twist it slightly and fasten so that it will hold.
Separately, knot 1 and 4 for the fore legs, tucking in ends of corners to make feet.
Turn up the dragging corner at the back and secure the point to a pinch of the body for the tail.
For hind legs gather up points A and B and fasten each with a band.

Rosebud Bouquet


Pull out a point at A, B, C, D and knot each separately for the four buds.
In the hand, gather the buds together and fasten in a bunch with a band. This band becomes hidden under the buds.
Pull up the four loose corners for the leaves.
Underneath, twist the material and fasten for the stems.

Milwaukee's Golden Agers are fortunate in having excellent facilities and leadership provided for them at "hobby shop."

"FUN DOESN'T

This group supplied an act in the Gay 90's Revue, the all-city show in which over one hundred club members took part.

AN ESPECIALLY well organized and conducted recreation program, designed to meet the needs of the aging, is offered by the Milwaukee Department of Municipal Recreation. This might well serve as a pattern for other communities.

In 1941 the recreation department organized a club for older persons residing in the Parklawn area on Milwaukee's north side. Shortly thereafter the Community Welfare Council, then known as the Council of Social Agencies, appointed a Committee on the Aged to study the need for recreational opportunities for older people. In 1945 a Committee for Recreation for the Aged was created and experiments with several groups were conducted. Eventually the first Golden Age Club was formed. In 1949, the recreation department appointed a full-time director to promote, organize and conduct a year-round recreation program for these oldsters. In 1951 more than fifteen hundred men and women were active in this city-wide organization, with thirty-three clubs, twenty-nine of which meet regularly in the social centers of the recreation department, three in private agency community houses, and one in a parish church—and their number is still growing.

Club Organization

Anyone sixty years of age or over is eligible for membership. Meetings are held weekly. Each group elects its own officers, has various committees which help in planning the programs and activities of the club and conducts its affairs in the same manner as any private organization.

Membership is recruited through the Family Service; Visiting Nurses' Association; American Red Cross; neighborhood churches and synagogues; homes for the aged; referrals from public agencies; letters and invitations to individuals; by word of mouth; posters and bulletin board announcements; press, radio and television.

The Program

The club is a substitute for a family in many cases. A pleasant greeting, a hearty handshake, a birthday party, an anniversary celebration, a get-well card, are all events of tremendous importance.

On meeting days, the early arrivals play chess, checkers, dominoes, or cards; listen to the radio, visit, or read. These activities offer splendid opportunities for social contacts, fun, companionship and new interests with people of their own age, and verify the clubs' slogan, "Fun Doesn't Stop at Sixty."

The organized program for the club's meeting is closely related to the particular needs and interests of that group. Speakers are often part of the program, and a spirited discussion usually follows their remarks. Music, drama pres-

STOP AT SIXTY"

Summertime finds oldsters enjoying picnics. Here they are boarding bus for the country. They have appetites of growing boys.

entations and movies are popular program numbers; and the formal meeting is followed by coffee and cake. A small box on a table, for voluntary contributions, in most cases is sufficient to pay for the club's refreshments, to purchase get-well cards and to defray other miscellaneous expenses. This procedure gives the members a feeling of independence and self-sufficiency.

Special club events include birthday and anniversary parties for members, holiday parties, community singing, old-time dancing, and educational tours. In addition to visiting shut-in or sick members, each club has service projects, such as making blankets for disabled veterans; planning, providing and helping conduct children's holiday programs; and making table decorations for the social center's community parties.

When a club is first organized, the members want to be entertained; it takes a little time to move them from passive to active participation. Older people are quite rigid in their behavior patterns; therefore, the program content must be geared and tempered to their pace. As group participation and responsibility slowly develop, the members come to rely more and more on their own abilities. That is why the members of committees responsible for serving refreshments, visiting shut-ins and performing other tasks are changed often.

Councils

Of major importance is an All-City Council composed of two representatives from each of the Golden Age Clubs. This council forms the planning and steering committee and does most of the coordinating for the all-city activities. The group meets the first Monday of each month. Officers are elected annually and consist of a president, vice-president, and secretary. This "governing body," as the council is sometimes called, is very democratic and the programs planned are determined by the expressed desires of the members and the available facilities.

The All-Club Council assists in the planning of programs which bring the members of all the clubs together for such events as picnics, concerts, card tournaments, entertainments. The *Golden Age Club News* is published regularly and includes news items about individual clubs and members, original songs and poems, human interest stories and letters. It is distributed to the entire membership free of charge. This year the Council sponsored a dramatic production entitled "The Gay Nineties," planned and produced by Golden Age members. The department provides a central hobby shop, which provides an opportunity for all who desire to renew old skills or learn new ones.

Leadership

The backbone of this entire program is its leadership. One full-time recreation director devotes her entire time to promotion, organization and supervision of these clubs. She is assisted by two full-time recreation instructors and several part-time leaders, who are trained in handicraft, music, arts, and game and party planning. The age of the leader is not too important; but it is essential that the leader be interested in "old folks," and that she is sympathetic and has a willingness to understand the problems of these oldsters. The same basic group work philosophy and principles apply to old people as well as to youth.

This period of growing old is a time for adjustments of many kinds and should be the concern of the entire community. There are many needs in addition to that of recreation, and the various agencies of the community, public and private, have definite responsibilities in helping to meet these needs. A public recreation department has the responsibility of providing leisure-time activities for the aged as well as for youth. However, recreation cannot

Play for fun, not prizes, is stressed. Certificates of award are given to three top scorers. Above, "Sheepshead" players.

Those not caring for games may work on favorite service projects. These ladies are making afghans for veterans' hospital.

solve all the problems of this aged group. Coordinated planning and action will attain the best results.

The recreation department's primary function is to provide leisure-time activities for these old folks and to make their lives happier through an organized program of friendly service which provides opportunities for social contacts and the preservation of skills and hobbies. In this manner, each one receives mental stimulation, satisfactory social relationships and accepts group responsibilities. The recreation program should never be thought of as an end in itself, but should also aid in meeting other needs of the group and the individual members.

Letters

Typical of the many letters received by the department from members of the Golden Age Clubs are the following excerpts:

"Since I lost my husband four years ago, I thought there was nothing left in this world for me any more. I never cared to leave the house, and after a while found myself getting close to having a nervous breakdown. My neighbors, who were already Golden Age Club members, finally succeeded in getting me to attend one of the meetings. From that day on I've had a new outlook in life. I can't wait for club night to come. It means meeting new friends and loads and loads of fun."

. . . . .

"I had felt for years that nobody wanted us old folks around, and so I felt there was nothing left for me but to sit and wait to die. Then one happy day I received an invitation to attend a club. Here I found more folks like myself; soon we became sociable and friendly."

. . . . .

"Last year I lost my wife. I am now living with my son and his family. They try to be kind, but their friends are young and I am only in the way. In my Golden Age Club I take part in activities with folks my own age and am happy."

. . . . .

"I look forward to the monthly birthday parties, with ice cream and cake. One of the happiest days of my life was when my club helped me celebrate my eighty-fifth birthday. I never really had a birthday before."

SOFTBALL—1953

New Rules

The International Joint Rules Committee on Softball, at its annual meeting, made few changes in the official rules of softball for 1953.

A rule on substitution of players, whereby a base runner could have another player run for him—with the consent of the opposing team captain or manager—and both the regular runner and relief runner would be eligible for further participation in the game, was eliminated. Hereafter, any player who has a relief or substitute run for him is automatically out of the game.

A rule was passed whereby the batter is out if a coacher interferes with the catching of a foul fly ball.

New Officers

Rules Committee officers elected for 1953 were:
Chairman—C. E. Brewer, Detroit, Michigan
Vice Chairman—James Lang, San Francisco, California
Secretary-Treasurer—A. T. Noren, Melrose, Massachusetts
Rules Interpreter—H. G. Johnson, Detroit, Michigan

Rule Books

Copies of the *1952 Softball Rule Book*, with rule revisions for 1953 inserted, may be obtained free of charge from Hillerich and Bradsby Company, Incorporated, 434-436 Finzer Street, Louisville 2, Kentucky.

Ruth Hill Wood

Ways and Byways on the Road to Painting

I AM STILL PAINTING with watercolors and finding it fun in spite of what that mean, dapper little man said to me one beautiful morning as he approached from a distance. I remember the exact words: "Good morning," he said enthusiastically, "it's a fine day to make a fine painting." Then, as he came near enough to see my landscape, flatly, "Well, it's a fine day, anyhow." Yes, I am still trying, but I think "fun" is not the exact word to describe it. It conveys, too much, a carefree, rollicking pleasure.

What I do mean is the challenge and satisfaction which I find in practicing by myself, studying art books and taking lessons now and then when it is possible. Progress is slow, but recreation values are high. It is a leisure-time activity which I expect to enjoy long after most sports have been reluctantly given up. I find it like mountain climbing, each hump which you get over reveals new heights. There is a real thrill in the climb, in the effort of meeting each challenge as it comes along. Of course, I've been discouraged sometimes, but somehow have found myself absorbed again the next time I've had a chance to try.

My interest in painting has gone along with a love of the outdoors and physical activity. I've lugged a paintbox up a mountain; I've climbed up on a roof and looked down on flying seagulls and swaying masts. I had no idea then of trying to get an interesting angle; I just took my paints where I wanted to be at the moment.

One sunny day, on an open hillside, I sat with an umbrella handle down my back, inside my jacket, to keep the glare off my paper. Now I know enough to use a large straw hat or dark glasses. In the winter, once, I took off my skis, sat in an open car, and painted a watercolor of the mountains. The water froze on my paintbrush. Now I use alcohol. I remember that I tried to put down a last look at the mountains as the train carried me back to the city, a drinking cup in one hand, paints on the seat, a watercolor block in my lap—result, nothing but nostalgia. I did something even more foolish once. I sat in the stern of a little boat on a choppy sea and started to draw the mast and rigging!

One of the best subjects I ever worked from was a stone quarry which I had seen from a train. I found that by leaving early in the morning, I would be able to get off at a stop nearby, and return in the afternoon by flagging the train. The station was boarded up and the flagging machine broken, so I took off my sweater to use as a flag. As the train roared around the curve, I waved my sweater, feeling a little nervy to take the railroad up on its offer. The train came to a stop and I, with my canvas bag over my shoulder, climbed aboard.

Yes, it is a stimulating challenge—a clean sheet of paper and an urge to put down in form and color your own reaction to something which you have chosen to paint. That's the time when I understand best how children feel—all excited about investigating something new and resentful of being interrupted in their play. Children, as well as adults, say things to you when they discover you painting. One child commented, "You haven't wasted any blue, yet." Often they ask, "Where did you take that, lady?" or "You forgot to put on my buttons," or "You've only put in three windows and there are eight." I don't want my pictures to be photographic copies. Sometimes I give them a pencil and paper and say, "Here, you draw me and I'll draw you."

I think that, most of all, I enjoy doing quick sketches of people in stores, subways, on beaches—almost anywhere. You can gaze off in one direction, then take a quick look at the person who interests you without his knowing it. Quick action sketching is good practice: fishermen on docks, people feeding pigeons in the park, dancers, children playing. Once, on a station platform, I was practicing the action lesson in Kimon Nicolaides' book, *Natural Way to Draw*. (The emphasis is on scribbling down

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the action lines by trying to feel the movement, not looking at your drawing at all—it resembles what a two-year-old does with pencil and paper.) Suddenly I became aware of someone gazing over my shoulder, and I shall never forget the expression of alarm and concern on the baggageman's face as he looked at my scribbling and then quickly at me. I explained to him that I really was all right and that scribbling was a method of learning to get action into your drawing.

Lately I've been working on the animals in a pasture nearby. I wander around hens, cows and heifers, a lamb, a big work horse and three squealing little pigs who streak under their house. Sometimes, the heifers get so close that all I see are their wet noses and curious eyes. I remember finding some goats one day, while I was out walking. I couldn't get far enough away to draw them until I finally sat up on a little henhouse roof and let the mother goat lick my legs so I could try drawing her little kids.

Out in the country, when I was painting a landscape and had my paints on the ground, two kittens suddenly romped through my watercolors and scurried off with patches of vermillion and yellow on their coats. Someone who saw me drawing her goat the other day looked at drawings I had done on the way to her house. There was an assortment of pasture friends. I said, "All I hope, so far, is that you can recognize one kind of animal from another." She pointed to a heifer and encouragingly replied, "I surely can—I'd certainly know that was a pig." So you see . . . anyway, sometimes you can tell.

Gradually, I am learning to quickly put down the lines which count. This depends upon practice in observation and a sense of what is important for characterization. And now, I have come to the point of making quick sketches, from which I later construct a picture, striving for good organization. Picture making is another challenge—rearranging subject matter or creating from imagination a composition which is art. It is far from painting things exactly as they are. Good design, of course, is basic.

These experiences in trying to convey impressions and feelings in good design make me appreciate more the difficulties an artist overcomes. I look at paintings and try to learn what the artist wanted to say and the technique he has used in saying it. But, mostly, I, myself, want to try.

This much I have come to believe. Just copying nature cannot be art. Creating something which expresses your emotional reaction to nature, animate or inanimate, in your own particular way makes you eligible. Then what you are able to convey intuitively or from study and practice, is the determining factor. Maybe it is art, maybe not. But either way, it is good recreation, an absorbing activity for those who feel this way about it. A little improvement, a little discovery, suffices to keep the challenge alive, to bring satisfaction and excitement. Everything is yours to use. It is a matter of selection and expression. Technique will come if you have perception, they say. Practice quickens your perception; you see with a more sensitive eye. Anyway, if you have a little success some of the time, it will encourage you to keep practicing, to build something new which is your own idea and hope, each time, that it will be what you are trying to make it. And always you can remind yourself that Robert Louis Stevenson said, "To travel hopefully is a better thing than to arrive."

Statement Drafted

A special dinner meeting of the National Advisory Committee on Defense Related Activities, held on Tuesday evening during the National Recreation Congress, was attended by twenty of the committee's fifty members.

After reviewing the accomplishments of the Defense Related Services of the National Recreation Association during the past two years, Chairman George Hjelte, General Manager of the Los Angeles Recreation and Park Department, led a discussion of new ways in which the association can be of service in the continuing national defence. Committee members from various sections of the country commented on the need for better public understanding of the defense program and recreation's part in it.

The state-wide coordination of national, state, and regional agencies concerned with off-post recreation in California was outlined by Sterling S. Winans, Director of Recreation for the California Recreation Commission.

The following statement, on the responsibility of local communities for providing off-post recreation services, was drawn up and the group voted that it be given wide publicity:

1. The primary responsibility for meeting the off-post recreation needs of the members of the armed forces and their families rests with the local community;

2. Community resources should be made fully available through an inclusive central planning and coordinating body established by local leadership;

3. Where supplementary resources are needed to provide adequate services, they should be determined in consultation with this local over-all planning and coordinating group and made available as component parts of the total program;

4. All agencies serving the off-post needs of the men and women in the armed forces and their families, should accept and follow these principles to the end that local initiative and cooperative planning be strengthened and extended in the development of all community recreation services for the people of America.

Forest Preserve Services

The diversified services provided for the people of the Chicago region by the Forest Preserve Commissioners of Cook County, Illinois, are described in detail in the annual message of the president of the board. This profusely illustrated report of eighty-four pages can be read with interest and profit by all who are concerned with parks and recreation.

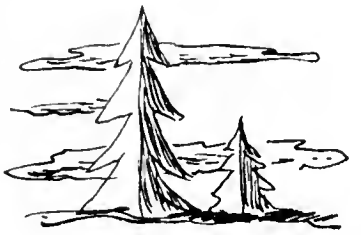
Nature lore and nature education are an outstanding feature of the program, which is developing an appreciation and respect for the conservation of natural resources. Weekly nature bulletins are mailed to every newspaper in the county and some papers reprint them weekly. Weekly radio broadcasts are provided in the Chicago schools. Lectures on conservation and on nature are delivered before women's clubs, garden clubs, sportsmen's organizations and other groups in the county. Two naturalists, each with his own movie equipment, are kept busy delivering illustrated lectures, primarily in the public and parochial schools. Training courses in natural history and the techniques of outdoor education totaled 1,928 leader-days of training. Acquisition of a new bus enables the authorities to pick up 40 or more leaders or teachers and take them on field trips in the preserves.

In cooperation with the Chicago Park District, a two-day workshop on native arts and crafts was conducted for camp leaders. The registrations far exceeded expectations and only 265 of the 400 who applied were permitted to attend. Instruction and a half-day of practice were given in each of four crafts: clay modeling, plaster casts, jewelry and leaf prints, each of which was related to native materials which were supplied for the leaders' use.

A total of 116 permits were issued during the summer for day camps held in the forest preserves. In order to supply naturalist service to these camps, eleven extra naturalists were employed. A lack of suitable transportation to day camp areas was reported as a major stumbling block in the way of expansion in the day camp program.

A trailside natural history museum is open daily without charge throughout the year. Visitors totaled more than 36,000 throughout the year. The trailside museum is considered the best introduction to the Forest Preserve District.

Even though the policy of the authorities is to maintain the preserves as nearly as possible in their natural state, many facilities for recreation have been installed. These include three



large, well-equipped swimming pools and six golf courses, the attendance at which totaled more than 200,000 for the year. Nearly 33,000 equestrians have been licensed to ride on the forest preserve trails during the first three years after enactment of an ordinance regulating use of the trails. An annual junior horse fair and gymkhana is available to all children and attracts a large number of spectators. Hikers, bicyclists, bird lovers and scouting groups likewise make extensive, all-season use of the trails leading through the most scenic and interesting portions of the district. Tobogan slides are provided in the winter months; and ponds, lakes and streams are used for ice skating.

In order to assure proper distribution of visitors, all picnic groups composed of twenty-five or more are required to secure an advance permit for an outing. This arrangement assures the small family group peace and solitude by setting aside restricted areas for exclusive use of family groups. A total of 5,976 permits were issued for organized picnics in 1950 with an average of 197 persons per permit. Estimates indicate more than 15,000,000 persons make use of the preserves annually.

Sections of the report describe in detail the important functions rendered by employees of the district in operating and maintaining the areas at a high level. Of special interest is the in-service training school for rangers who protect the 38,000 acres of the district. Among the subjects covered in the 1950 school were: the historical, geographical and geological makeup of the Forest Preserve District: human relations; juvenile problems: fundamental forestry; wild flowers and wild

life of the Forest Preserve District; and public relations.

An appreciation of the district which appeared in an editorial in the *Chicago Sunday Times* is quoted by the president of the board in his report, as follows:

"No Chicagoan need deny himself the joys and benefits of the outdoors because he can't get away for such major jaunts as mountain climbing, fishing for muskies or knocking over big game in distant wildernesses.

"Instead of staying grumpily at home because you haven't got the cash, the time and the—let's face it—physical stamina for the more grandiose forms of sport, forget about the fancy stuff and plunge yourself body and soul into the Cook County Forest Preserves. . . . . Anybody who dwells in Chicago or suburbs is only a short trip away from one or more of the preserves. . . . .

"What we'd like particularly to bring to your attention is the opportunity the preserves offer for woodland walking. Along the trails one may hike for as long or as little as one pleases, at whatever pace one prefers; in a crowd, if you like, or alone with ample opportunity to observe the many varieties of birds, wild flowers and trees that abound in happy reminder of the days when the forests covered almost all of the North American continent.

"A pair of stout shoes, rugged dress, a sandwich in one pocket, a bit of fruit in another, and the hiker so attired and so equipped will find along any of the trails a gratifying experience, an appreciation of nature, a zestful tingling of his blood, and an indisputable aid toward health."

The Burning of the Greens

In early Christian times, Christmas was celebrated for twelve days, with special emphasis on the last day, January sixth, when the Three Wise Men of the East arrived in Bethlehem. This day has been called Twelfth Day, Twelfth Night, the Feast of Kings, and Epiphany, but whatever its name, even as late as the seventeenth century it was an important holiday of the year. While to the church people it signified the arrival of the Wise Men, to others it was the last day of Christmas festivities, calling for uproarious celebration.

As a part of this celebration, time was set aside for the burning of the Christmas greens—a custom which began in Germany when people thought that such an observance would save the trees from the disgrace of the refuse heap, and commemorate the light of the star which guided the Three Wise Men to Bethlehem as well.

Planning a Community Celebration

Care must be exercised in selecting the site for the burning; and it should be at least seventy-five to one hundred yards from any adjoining building. In order to prevent any adjoining dry grass from catching fire the night of the ceremony, it is advisable to preburn a fire area so that no dry grass, weeds, and so on, can come into contact with the burning trees.

Contact the local fire department or municipal officials: (1) for permission to conduct the ceremony; (2) for protection at the time of pre-burning the area; (3) for protection at the time the trees are burned. It is advisable that they have their apparatus hooked up and prepared to subdue immediately any fires which may arise. The local fire department can also be of great assistance in supplying the light necessary to conduct this night time festivity. Most fire fighting units have a gasoline operated generator and spot lights mounted on trucks that can be used to light the area prior to the actual burning of the trees.

Interest in the activity may be developed through having a competition among the children and awarding prizes for collecting the (1) greatest number of trees, (2) largest tree, (3) smallest tree.

In order to prevent a fire hazard or a possibility of someone setting off the trees before scheduled time, it is best that individuals in the neighborhood be requested to keep their trees until the day set for collection and on that day, and *that day only*, turn them over to the children. Otherwise, the youngsters will select a hiding place for the trees days before the burning, thereby creating fire hazards.

It is further suggested that, when the rules and regulations of the event are drawn up, individuals be forbidden from joining others in an attempt to collect the greatest number of trees unless the competition is originally set up as a team activity.

On the date set for the burning, a deadline should be determined for the depositing of the trees at the burning site—five o'clock in the evening is the suggested time. Arrangements should be made beforehand to have judges present at the burning site to write down the number and size of the trees as the youngsters bring them to the burning site. After the deadline, the entire area should be cleared of children for at least two hours to allow time for final preparations.

Additional beauty may be added to the actual burning by using one of the commercial flame coloring products available; or you can make your own by mixing the chemicals listed below, for the color you desire, with shellac and then adding sawdust to this solution to form a paste. Pour this over four or five trees in the pile.

Violet	Potassium chlorate
Yellow	Potassium nitrate or Sodium chloride (salt)
Orange	Calcium chloride
Red	Strontium nitrate
Apple-Green	Barium nitrate
Emerald	Copper nitrate
Green	Borax
Purple	Lithium chloride

Some of this material was taken from bulletin of the Delaware County Park and Recreation Board, Media, Pennsylvania.

PEOPLE and Events...

Paul Stacker, superintendent of parks and recreation in Columbus, Indiana, has received that city's Junior Chamber of Commerce Good Government Award for 1952 in recognition of his distinguished contribution toward increased effectiveness and greater efficiency in government.

Dr. Carl L. Schrader, one of Massachusetts' pioneers in physical education was presented with a citation at a testimonial dinner in celebration of his eightieth birthday in October. The citation termed Dr. Schrader "a master teacher of teachers in a pioneering profession, and an exemplary exponent of the life abundant." The dinner, which was held at the Boston University Faculty Club, was attended by physical education leaders across the country. Dr. Schrader and his wife, Maude, a professional partner with her husband, celebrated their fiftieth wedding anniversary two years ago.

Elections

Election of officers of the American Recreation Society was held in Seattle during the National Recreation Congress; and the following people take office for the year of 1952-53.

Theresa Brungardt, Montpelier, Vermont—President

Jackson Anderson, Lafayette, Indiana—First Vice-President

Fred Coombs, State College, Pennsylvania—Second Vice-President

Pat Abernathy, Washington, D.C.—Secretary

Harry C. English, Washington, D.C.—Treasurer

The new officers of the College Recreation Association, elected at its annual meeting during the week of the Congress in Seattle, are as follows:

Howard G. Danford, Tallahasse, Florida—President

Jean Swenson, Los Angeles, California—Vice-President

Norman Kunde, Seattle, Washington—Secretary-Treasurer

Newly elected officers of the National Conference on State Parks, chosen at the 32nd Annual Meeting, for a two-year term, are:

V. W. Flickinger, Columbus, Ohio—President

Kenneth R. Cougill, Indianapolis, Indiana—First Vice President

William W. Wells, Baton Rouge, Louisiana—Second Vice-President

Recent Appointments

J. John Birmingham—Superintendent of Recreation, Kennett Square, Pennsylvania.

Iris Chapman — Associate Director, Westfield Community Center, Westfield, New Jersey.

Harold Dillon — Superintendent of Recreation, Zanesville, Ohio.

Michael J. Di Renzo—Superintendent of Recreation, Rockland, Maine.

Stanley E. Francis—Superintendent of Recreation, Carlisle, Pennsylvania.

Louis S. Frezza—Superintendent of Recreation, Bound Brook, New Jersey.

Art E. Genter—Director of Recreation, Howell, Michigan.

Kathryn Godball—Assistant Superintendent of Recreation, Radford, Virginia.

Robert E. Haux—Superintendent of Recreation, Danville, Kentucky.

James H. Horn, Sr.—Director, Booker Washington Association, Rockford, Illinois.

Don Jolly—Superintendent of Recreation, Kansas City, Kansas.

Clair Kuss—Superintendent of Recreation, Pocatello, Idaho.

Armand Matern — Assistant Director, Recreation Department, Kennewick, Washington.

Frank S. Menagh — Superintendent of Recreation, Sunnyvale, California.

John F. Panatier—Superintendent of Recreation, Milford, Connecticut.

Jack A. Reynolds—Director, Twin City Recreation Center, Bloomington, Illinois.

Helen Stoney — Assistant Director, Community Service, Maplewood, New Jersey.

Raymond J. Thompson — Director, Neshaminy Valley Youth Center, Newtown, Pennsylvania.

Billy L. Woods—Superintendent of Recreation, Clinton, Tennessee.

Rena M. Thorndike—Assistant Director, Recreation Department, Whitinsville, Massachusetts.

Alfred H. Wyman

Alfred H. Wyman, for many years executive director of Park and Playground Association of St. Louis, Missouri, died from a heart attack last summer.

His accomplishments in the field of recreation were numerous and varied. He was greatly responsible for the increase in the number of local parks and playgrounds, the addition of physical education and recreation courses to the regular curriculums of the schools, and the conducting of the first school camp in St. Louis. Writing articles on recreation, holding office in national organizations, such as the American Camping Association and the American Association for Health, Physical Education and Recreation, and teaching courses in camping and recreation at local universities and colleges were but a few of his activities.

Mr. Wyman was the recipient of the 1951 Fellowship Award of the American Recreation Society.

His untimely passing has left a gap that all who knew him feel can never be filled.

Mary C. Hogle

The National Recreation Association and many others mourn the loss of a loyal friend and honorary member, Mrs. Mary C. Hogle, (Mrs. James A. Hogle) of Salt Lake City, Utah. Mrs. Hogle was an outstanding leader in numerous civic, religious and educational causes; and was Salt Lake City sponsor of the association for seven years. In 1942 she was made an honorary member of the association in recognition of her work for and devotion to recreation, through contribution to and interest in the association.

The Salt Lake City *Deseret News* commented editorially upon her death. "The passing of Mary C. Hogle ends the mortal life of a most beloved benefactress but her friendship to all men will long live as an inspiration to the people she reached."

Are Highly Competitive

Conclusions and Suggested Principles from Report of the Committee on Highly Organized Competitive Sports and Athletics for Boys Twelve and Under. Presented to the Meeting on This Subject at the National Recreation Congress.

WITHIN THE PAST TWENTY YEARS interest in highly competitive athletics for boys twelve and under has greatly increased. Some of the reasons for this are the enormous growth in the number of both the public park and recreation facilities and the trained leaders in recreation departments and physical education departments of the public schools, and the emphasis through radio, press and television on the professional, semi-professional and amateur "stars" and champions.

Some indication of how sports for everyone have grown in this country can be seen by a comparison of the yearbooks published by the National Recreation Association for the years 1924 and 1950. In twenty-six years the number of baseball diamonds operated in public parks or recreational areas has grown from 2,522 to 5,502. The number of softball diamonds has increased in the same period from practically nothing to 53,029. In 1950 the yearbook reports that the average daily attendance at playground programs operated by public recreation agencies was four million. It is reasonable to assume that at least half of those in attendance were boys. On an average summer day that year probably close to one million boys of twelve and under took part in baseball, softball, basketball or track and field activities under the direction of professionally qualified recreation leaders.

This combination of increased opportunity for everyone to participate in athletic activities in his own neighborhood, together with the glamor of more highly organized competition, had its effects on the public school athletic programs. Big stadiums, big crowds, big coaches, big "stars" often tend to become an integral part of the secondary school program. Pressure to extend this down to the elementary school level has been great. The objections of school and medical authorities have prevailed, however, and today few elementary schools themselves conduct highly organized inter-school athletic programs.

The Position of the Schools

A recent study has reaffirmed the opposition of educators to highly organized competitive sports for elementary school children. The American Association for Health, Physical Education and Recreation, the Department of Elementary School Principals of the National Education Association, the Society of State Directors of Health, Physical Education and Recreation, and the National Council of State Consultants in Elementary Education joined in a study of athletic competition for children of elementary and junior high school age which was completed in April, 1952. After a survey of doctors and educators, the committee representing these groups concluded that first priority should be given "to a broad and varied program of voluntary informal recreation for children of all ages and an interesting extensive program of intramural activities for boys and girls in upper elementary grades and above . . . . within the individual school or neighborhood recreation center." The committee itemized "high pressure elements of an interscholastic pattern" which should be avoided. These include "frequent contests, long seasons, little bowl games or other procedures that cause pressures or that may make undue physical demands on young boys or girls . . . . over-emphasis by means of newspapers, radio, television, or similar media, stress on individuals rather than teams."

Although elementary schools continue to feel pressure to adopt the characteristics of the high school and college interscholastic sports program, most of the recent developments have taken place outside of the school system. While it is true that local educators, from the principal and coach to school board members, sometimes are leaders in such movements as Little League, Pop Warner Football and Biddy Basketball, the school systems themselves rarely sponsor these programs as a part of the schools' extracurricular activities. As a result, the recent development of "highly organized competitive athletics" for the elementary school age child has been sponsored largely by private independent groups not connected with the schools or the public recreation department.

Concern of Recreation Leaders

By October 1950, the growth of highly organized competitive sports for boys under twelve had reached such a point that delegates to the National Recreation Association Congress in Cleveland requested the appointment of a national committee from the recreation field to formulate principles for guidance of community recreation leaders.

A committee of twenty-three recreation leaders under

Sports Desirable for Juniors?

the chairmanship of F. S. Mathewson, Superintendent of Recreation of Union County, New Jersey Park Department, was appointed by the National Recreation Association. Under its direction, a nation-wide survey of existing athletic practices and programs in municipal recreation departments was conducted early in the summer of 1950.

Under the auspices of the committee a meeting was held in New York City on December 6, 1951, attended by representatives of Little League, AAHPER, National Recreation Policies Committee, *Industrial Sports Journal*, National Recreation Association. The possibility of additional research was discussed. Areas of agreement and disagreement were explored.

In March of 1952 a news release was distributed to the newspapers and magazines of the country outlining the committee's work and pointing out the vast program in competitive athletics available through municipal recreation departments all over the country.

During these two years, most recreation people concerned with highly organized athletics for children have reached general agreement on two major points.

1. Additional objective research should be encouraged on all phases of "highly organized competitive athletics for boys twelve and under."

2. Interim principles based on existing evidence and philosophy should be developed as a guide for community recreation departments.

Clearly, no one study or research project will produce noncontroversial evidence that Little League, Pop Warner, Biddy Basketball or any of their home-grown counterparts are either overwhelmingly "good" or "bad." The relationship of the child of twelve and under to highly organized baseball, football and basketball competition is extremely complex. Physical, emotional and sociological factors need to be studied and evaluated in relationship to the variety of situations which such competition involves. They also need to be compared with factors present in less highly organized competitive situations.

Many studies of human growth and development have already been conducted which will throw much light on the child in competitive athletics. A three-year study recently has been initiated by the sponsors of Little League baseball to determine the effects of participation in Little League activity on boys of this age group. It is assumed that there will be additional studies in the future on various phases of the relationship of the child to both general and specific competitive sport activities.

It is the responsibility of leaders in the field of human relationships to actually lead people in the direction of those actions which will be most individually and socially beneficial. Recreation is one area where this is specially true. Recreation leaders of course must be keenly aware of interests and desires. The programs they sponsor and organize must be in tune with the needs of the participants. But it does not follow that all activities which have "selling" value are the most desirable or the most needed. Simply because one approach to leisure time activity seems to get a lot of "customers" does not mean that recreation leaders have to get on the bandwagon if that approach has objectionable features.

It is the opinion of the committee that there is already sufficient objective evidence, together with established education and recreation philosophy to determine interim principles. These conclusions should be continually open to re-examination in the light of additional evidence which may be secured in the years ahead.

What Are Highly Organized Competitive Athletics?

Part of the emotional and fuzzy thinking which frequently surrounds this subject results from the lack of a clear definition of "highly organized competitive athletics." For the purpose of this report, highly organized competitive athletics is considered to be any athletic activity which involves a considerable amount of the leisure time of the youngster in formalized practice, which encourages extensive attendance by adult spectators, which is limited to the outstanding players, and which involves the selection of winners on a state, regional or national basis. It should be clear from this definition that intra-mural competition in football, basketball, baseball, tennis or any other sport would not be considered highly organized. Intra-city competition may or may not be highly organized; state, regional or national competition usually is.

While participation in Little League, Pop Warner or other national promotions as a rule means highly organized competitive athletics, local competition may or may not be highly organized. Because a community does not use the names of national programs does not mean that it might not be sponsoring a highly organized competitive program.

In the following statements, the committee has attempted to summarize the best available information on the important issues involved. It is on the basis of this evidence that carefully reasoned principles can be reached. The committee has attempted honestly and fairly to present as

strong a case for each side as can be made.

It should be pointed out that the proponents of some "midget" sports disassociate themselves from other promotions. For instance, the promoters of sports not involving body contact tend to remove themselves from the criticism sometimes made about the possible physical injury to the participants. This may be true about boxing and football, they say, but not about baseball, tennis or golf. Because Little League involves more boys and more communities than any other national promotion, discussion of highly competitive athletics for this age group usually centers around baseball.

The references appended in the list were carefully evaluated in reaching these conclusions and principles.

Issues and Conclusions

1. Can a highly organized competitive athletic program satisfactorily meet the needs of all boys of this age?

No community athletic program for boys under twelve is adequate unless it provides the opportunity for every boy to participate with other boys of comparable age and skill in a variety of sports within the neighborhood and community.

2. Can an intra-mural type competitive athletic program satisfactorily meet the needs of all boys of this age?

A community-wide intra-mural type program is the basic means of providing satisfactory opportunity for all boys to participate in competitive athletics.

3. Can community enthusiasm and resources be mobilized for a local intra-mural type program?

Although community enthusiasm and resources may not be as quickly mobilized for an intra-mural type program as for the more highly organized, there is the evidence of many years of experience to indicate that effective community support is forthcoming for this type program, when adequately interpreted to the public.

4. Is exclusive use of areas and facilities for competitive athletics for boys of this age desirable?

A community should avoid establishing installations for the exclusive use of any one age or interest group. Adequate scheduling and supervision will provide the most equitable use of facilities and areas.

5. Are highly organized competitive athletics financially sound?

Until a community is providing the basic essentials of a genuinely well-balanced and total recreation program, it is financially unsound to spend large sums of money on a few participants.

6. Are highly organized competitive athletics harmful to the healthy physical development of boys this age?

The greater the percentage of boys twelve and under participating in a highly organized competitive program, the more likely is the possibility of physical injury to the less physically mature participants.

7. Are highly organized competitive athletics harmful to the healthy emotional development of boys of this age?

Competitive athletics hold greater danger of being harmful to the healthy emotional development of boys of this age when they are highly organized and imitate the tensions, excitement, and pressures of high school varsity, college, semi-professional and professional athletics.

8. Are state and national tournaments desirable objectives for boys this age?

From the point of view of growth and development of the child of this age there is little justification for state or national tournaments.

> **"The important thing in the Olympic Games is not to win but to take part, the important thing in life is not the triumph but the struggle, the essential thing is not to have conquered but to have fought well. To spread these precepts is to build up a more scrupulous and more generous humanity." Baron Pierce du Coubertin—Founder of the Modern Olympic Games.**

Recommended Principles

On the basis of its study of existing literature on highly competitive athletics, knowledge of the philosophy of community recreation, and the conclusions which it has reached, the committee recommends that the following interim principles* be adopted for the guidance of community recreation agencies:

1. The fundamental values for which a community recreation program should strive are: *(a)* the satisfaction of such basic human needs as happiness, acceptance, recognition and adventure; and *(b)* development of the qualities of the good citizen in a democracy. These values are best realized through participation under good leadership in a wide variety of activities.

2. Competitive athletics should be only a part of a total community recreation program which includes such activities as outdoor living, games, parties, music, drama, and arts and crafts.

3. Competitive athletics for boys twelve and under should be organized in such a way that every child who is interested will have available both instruction in the skills of the games and the opportunity to play with boys of comparable age and skill in his neighborhood and community.

4. The allocation of community funds for competitive athletics should be made with reference to the total recreation needs of the community, and the needs of all age groups and both sexes.

5. Acquisition, development and construction of additional community recreation areas and facilities should be made with the idea of their maximum use by all individuals and groups within the community.

6. State and national tournaments should be discouraged. Emphasis for this age group should be placed on playing the game for the sake of the game. Awards of intrinsic value should be kept simple and reduced to a minimum.

7. Since highly organized competition is potentially harmful to the healthy development of the participant of this age, it is imperative that when such competition exists, every possible precaution be taken to guard against excessive fatigue and injury.

8. All supervised community recreation activities for

*As modified and unanimously approved at the 1952 National Recreation Congress.

the child of this age should be conducted in an atmosphere which avoids abnormal emotional pressures and strains.

9. The boy is the center around which and for which the program of competitive athletics is organized. The welfare of the individual participant is of paramount importance.

10. Community recreation leaders are charged both with the responsibility of educating the citizens of their community to sound principles of athletic competition and of conducting a program for this age group in accordance with them.

(Arguments "pro" and "con" are presented in mimeographed committee report. Available free from National Recreation Association.)

Suggested Reading

"A Giant Controversy over Midget Sports" (mimeographed), Katherine Montgomery, Director of Physical Education, Florida State College, Tallahassee, Florida.

"A Page from the Director's Notebook," Olga M. Madar, *Round Up*—Volume 5, No. 2, Recreation Department, 8000 East Jefferson Avenue, Detroit, Michigan, February and March 1952 issue.

"A Study of Little League Baseball in Operation, 1951," Howard B. Holman, Recreation Director, City Hall, Fresno, California.

A Survey of Recreation Executives on Organized Competition in Sports and Athletics for Boys under Twelve, National Recreation Association, 315 Fourth Avenue, New York City. Copy of report, $1.00.

"Competitive Athletics for Boys under Twelve," a summary of findings, RECREATION magazine, February 1952.

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"Teamwork, The Case For and Against Small-Fry Tournaments," Ames Castle, *Industrial Sports Journal*, February 15, 1952.

"The Elementary Athletic Problem," William J. Tait, *Empirec*, New York State Recreation Association, Fall 1951.

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ADDITIONAL POLICY STATEMENTS
Joint Committee

Statements of the Joint Committee* on Athletic Competition for Children of Elementary and Junior High School Age recommend:

1. The best interests of all children are served when school and community give priority—in professional personnel, space and facilities, equipment and supplies, time and money—to a broad program of *instruction* in physical education, based upon individual and group needs, for all boys and girls.

2. Next in consideration should be a broad and varied program of voluntary informal recreation for children of all ages and an interesting extensive program of intramural activities for boys and girls in upper elementary grades and above . . . with competition limited to contests between teams within the individual school (or neighborhood recreation center).

3. Activities such as play days and sports days, and occasional invitational games which involve children of two or more schools, and which have high social values are to be encouraged. The emphasis should be upon social participation with the competitive aspect subordinated.

Activities should be appropriate to the level of maturity, skills and interests of the participants. *Tackle football for children below the ninth-grade age and boxing for children and youth of all ages are definitely disapproved.*

California Policy on Competitive Sports

A recommended policy on competitive sports for children and pre-adolescent youth has been formulated by the State of California Recreation Commission at the request of local recreation agencies and community organizations. These seek to provide a diversified sports program for all children in keeping with accepted health practices, and to avoid the hazards of competition in organized sports leagues which are desirable for older youth and adults.

The period of rapid growth presents special problems, such as lack of coordination, only partial ossification of

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* Joint Committee, representing: Society of State Directors of Health, Physical Education and Recreation; American Association for Health, Physical Education and Recreation; Department of Elementary Principals of the National Education Association; and the National Council of State Consultants in Elementary Education.

bones, mental and emotional stresses, and physiological readjustments.

Highly organized competitive sports leagues are not recommended for children and pre-adolescent youth, because such activities may (1) cause emotional disturbances through competition under unnecessary pressure; (2) require participation in elimination tournaments from city to national scale; (3) result in a selected few receiving the instruction and attention of specialists; (4) result in the exploitation of children through commercial sponsorship; (5) encourage children to attempt sports designed for those more mature; (6) be conducted by sports specialists and promoters who may not understand the physical and emotional development of children; (7) require community financial support of specialized facilities for exclusive use by one group or for one sport; and (8) focus attention of children and adults on championships, expensive equipment, or awards.

It is significant that the PTA recommendations coincided with the foregoing.

North Carolina Policy

A policy statement adopted by North Carolina likewise expresses an awareness of the growing interest in organized, competitive athletic leagues for children, the potential values as well as the doubts and dangers involved. It urges that community and recreation authorities assume responsibilities and give guidance in such events because (1) condemnation of the trend does not solve the situation; (2) such activities open up possibilities of negative practices and results.

It calls for further study and research, stating: "We join hands with all individuals, groups and agencies working in this field and welcome every opportunity to gain knowledge as a better guide for direction and action. . . . . We believe in wholesome competitive activities, that competition is a fundamental social process . . . . properly guided and temperately used, it is an asset regardless of age participation . . . . in partnership with cooperation it should always result in constructive procedure."

Equipment for Tot Lots

RECOMMENDATIONS FOR THE EQUIPMENT for tot lots, discussed by a committee at a conference of the Illinois Recreation Association some time ago, are still good and bear re-examination. The committee maintained that tot lots should be either a separate unit enclosed with a low fence or hedge or should be an area within a regular playground removed from the main playground traffic. Tot lots should be developed where traffic is negligible and close to a drinking fountain and lavatory facilities.

Apparatus

1. *Sandbox, ten by ten feet minimum size.*

A sand box, firmly constructed of wood or other materials, such as concrete, was recommended. The box should not be covered and sand should be raked frequently, watered daily and changed at least once a year.

The sand box should be provided with wide molding boards, which would prevent sand from being tossed out of the box and could also be used as seats as well as a base or platform for small sand molding and modeling projects. It should be near or under a tree in order to obtain some shade. However, it was stressed that it also should have some sunlight for aeration. It should be inspected daily for debris.

2. *Seesaws (Teeters)*

A battery of seesaws, with fixed low fulcrum, should be installed—the height to be determined by the waist height of the average user (pre-school and kindergarden age).

3. *Swings*

Metal swings, eight feet maximum height, should have triangular bracing at the end supports, with two supporting legs in the middle if the unit is a multiple one. Pipe should be at least two inches (inside measurement).

It was recommended that in a multiple unit the seats consist of two types, chair seat and belt type seat. Elimination of one belt seat provides for more safety.

4. *Slides*

The committee recommended the use of metal slides, four feet and six feet maximum height.

Consistent with best safety practices, all slides and swings should face north where possible, to prevent heating of slides and sun reflection in participants' eyes.

5. *Climbing Structure*

Climbing structure should be metal, with a maximum height of six feet.

6. *Benches—Tables*

Low tables and benches should be installed for crafts, table games, playing with blocks and for the comfort of mothers. This equipment should be near apparatus and constructed of durable materials.

All of the above recommendations refer to permanent or semi-permanent installations.

Drinking fountains and lavatories should be so located as to be easily accessible. It was likewise recommended that both fountains and toilets be installed to meet the height requirements of the average user.

Surfacing Beneath Apparatus

The committee recommended that tan bark be used beneath apparatus. Other materials which may be used include sod, wood shavings, sand and sawdust. Hard surfaces, such as cinders and crushed rock, should not be used under apparatus to be used for small children.

Fencing

Tot lots should be fenced, either by natural or artificial barriers for the protection of the children.

All-weather Area

It was further recommended that a portion (open area) of the tot lot be made into an all-weather area to permit multiple use. There should be frequent inspection and up-to-date maintenance of apparatus.

A Job in a Changing World

Jane Johnson

Job opportunities for trained recreation leaders include opportunities for service not only in public recreation, but in positions with private agencies as well—such as the YWCA, YMCA, Scouts or in hospitals and settlements. This article, for example, tells of the interesting work of the author in a YWCA program of recreation with the employees of industry.

THESE ARE CRITICAL DAYS in a rapidly changing world. Tension, fear and insecurity are words which we hear repeated time and time again. In such a world, one of the most significant and exciting careers can be found in the Young Women's Christian Association.

Just two years ago, I sat in my major professor's office at State University of Iowa discussing just which spot I could fill most successfully and satisfactorily. It was from that university office that I moved into the YWCA in New Haven, Connecticut, as women's director of the Industrial Recreation Federation of New Haven.

At that time, I didn't quite realize that I was moving right into the middle of things. The YWCA is a world-wide membership organization which seeks to build a world governed by good will, justice and freedom. Therefore, the things that are happening in the world today are concerns of every YWCA worker. When we meet and talk with our foreign division directors just back from Korea, Turkey, Brazil and the many other countries to which they are sent, we realize that it is really a small world in which we live.

The Industrial Recreation Federation of New Haven is a unique plan and was formed to provide recreational activities for the employees of New Haven industries. It was through the federation that industry affiliated with the YWCA and YMCA to give their employees an outlet for their desires to participate in a competitive athletic program. Since its creation, it has expanded beyond the realms of basketball, softball and bowling leagues into a broader program of recreation activities designed to meet the needs of all people working in industry.

Within the last few years, we have heard a great deal about the increased life expectancy and the need for recreation activities for older people. The YWCA and the New Haven industries with which they are affiliated launched a program designed for the women and girls over twenty-five working in the New Haven industries. Many of the women in this category are widows, mothers whose sons are serving in the armed forces or who have lost sons in World War II; some are young women who are not interested in participating in athletic activities; some are factory workers; others are office workers. But all have a common interest—an interesting, inexpensive way to enjoy off-the-job living, with a planning committee to set up their program of trips, tours, parties, and hobby groups and help them carry out their wishes and see their hopes fulfilled.

The girls who like sports have not been forgotten. Again, it is a most satisfying experience to see girls of all races, religions, social and economic backgrounds come together to play without prejudice. At the present time there are fifty-six girls' bowling teams in the YWCA sponsored bowling league. This means approximately four hundred girls each week doing a thing they enjoy, making new friendships, strengthening old ones and, most important, forgetting the insecurity, tension and turmoil in the world around them. The YWCA is not just a women's organization as so many believe it to be. There are co-ed clubs and co-ed activities, too. There are cooperative projects with other organizations such as the YMCA, and there are community projects sponsored jointly with other agencies.

Recently the director of men's activities, who is on the YMCA staff, and I worked with our industrial board of governors to give a party for thirty under-privileged boys in New Haven. It is hard to say who enjoyed the party most—the boys or the adults who had the satisfaction of doing something important for someone else and seeing the fruit of their efforts in the happy faces of the boys for whom the party was given.

There is no end of variety in a YWCA job, and never a dull moment, to be sure. Whether your specialty is physical education, recreation, group work; whether you prefer to work with adults, teen-agers, or children, it presents a challenge to you with a wide area in which to move and the satisfaction of seeing the results of helping people grow through working and playing together.

MISS JOHNSON *is director of women's activities of Industrial Recreation Federation, affiliated with the YMCA and YWCA of New Haven, Connecticut.*

UNDERGRADUATE

There is perhaps no better barometer of the status and progress of recreation in the United States today than the extent to which the colleges and universities have assumed increasing responsibility for the professional training of recreation personnel. The academic expansion of resources for this purpose has been particularly pronounced since the end of World War II. That higher education has accepted this responsibility is a tribute to the pioneer training efforts of the National Recreation Association and the maturing stature of the recreation profession. But these developments are, at the same time, a challenge to the recreation agencies and institutions of higher learning to establish high training standards evaluated in terms of the usefulness of such trained personnel to society.

In a growing profession, such as is recreation, wisely planned and soundly executed undergraduate education is, or should be, the center of the training program. Practically all of the training developments in recreation, beginning with the preparation of the first Normal Course in Play in 1907 and leading up to the National Conference on Undergraduate Preparation for Health Education, Physical Education and Recreation in 1948, were milestones in the advance of recreation leadership training and the inevitability of the colleges and universities in accepting such training as a major responsibility.

The Jackson's Mill report provided a solid foundation for the systematic unfolding of undergraduate recreation in its early stages. Many of its recommendations have been and will continue to be applied wherever institutions of higher learning are determined to provide undergraduate professional preparation on a high plane. Equally significant, the Jackson's Mill report now serves as a springboard to refining, expanding, implementing and improving these national findings established a full college generation ago.

The many basic and technical problems involved in the undergraduate training of recreation personnel are accompanied, and sometimes preceded by other significant and related tasks with which the planners of academic preparation must deal. One of these issues is the need for interpreting the breadth, depth and scope of recreation in modern living to the public, the educators, and to other related fields. Unfortunately, in the minds of countless laymen, educators, government officials, health and medical authorities and social workers, recreation is still thought of mainly as physical activities on a playground. Too many communities are still employing the local, popular athlete even though trained personnel is available. Until those who do the hiring in the public and voluntary community agencies, in the hospitals, in the industries and elsewhere, can be convinced that trained personnel should be employed, it will matter little how many people are put in the field. Secondly, there is need to quickly and accurately determine the status of undergraduate training resources in the United States. What institutions are providing these opportunities? How and to what extent is the job being done? What are the facts? What is the present and within the predictable future situation with respect to employment opportunities in the recreation field? These are but a few of the basic questions which must be answered if the problem of undergraduate training for recreation is to be approached intelligently and with satisfactory results.

As a preliminary step in organizing the work of the Sub-Committee on Undergraduate Training, National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel, the opinions of the Sub-Committee's members were sought with respect to the range of problems involved. Some idea of issues involved can be secured from the types of questions raised and the observations which were made. These were as follows:

How can there be established a central placement agency through which professionally trained recreation people can move progressively from one level or type of responsibility to that of greater responsibility? How can placement, guidance and follow-up be strengthened?

How can the methods of selecting candidates to undertake undergraduate recreation training be improved? What devices, if any, can be used or developed in the screening of potential recreation personnel? How may methods and standards of selection, recruitment and admissions be advanced generally?

Is there a need for setting forth clearly a set of principles, characteristics and criteria for adequate recreation curricula? If so, how may such factors be effectively determined? Can and should the undergraduate curriculum prepare the student for specializa-

Charles K. Brightbill, *is director of recreation training, University of Illinois School of Physical Education.*

tion, or must specialization be deferred until graduate study is undertaken? Is there wisdom in making recommendations on curriculum with regard to specific course content? How much credit (number of hours) should be required for an undergraduate major in recreation? In order to provide recreation leadership, to what extent, if

TRAINING

by Charles K. Brightbill

any, should undergraduate training in recreation be coupled with training in allied fields, such as physical education, and resulting in a composite major? How great is the need to develop, within the recreation curriculum, courses which students in allied fields (e.g. physical education, forestry, occupational therapy, and the like) should take? How much emphasis should be given in undergraduate training to broad background and general education? How may "education for leisure" for all students be most effectively included in undergraduate study?

What criteria should be established for judging the faculty and staff, the facilities and equipment, the financial resources, and sundry teaching aids of colleges and universities?

What steps should be taken in the identification of recreation personnel? How can certification and licensing be applied so as to assure the quality of recreation service, provide protection for the individual who has prepared for the profession, conserve the investment and continuing interest of the training institution and assist the employer in the procurement of qualified recreation personnel?

How may campus resources be provided and used so as to provide a maximum of recreation opportunities for all students and a laboratory of learning for recreation trainees? To what extent can participation in campus recreation influence the attitude of all students, after graduation, with respect to the need for and importance of recreation in their communities?

How can agencies and executives cooperate with the educational institutions to strengthen training? What do the consumer and employing agencies expect of the recipient of the bachelor's degree in recreation? How may a workable system of internships and "educational" leaves be established to the satisfaction of the training institution and the operating agency? How may opportunities for field experience by undergraduate students be effectively planned and conducted?

What guideposts can be established in helping the student "select" a school or college for recreation training? What media and plan of distribution may best serve such purposes?

Is there a current need for accrediting colleges and universities in the field of recreation? How may this best be accomplished? Should institutions of higher learning be encouraged to specialize in some phase of recreation training—perhaps on a regional basis?

What principles, findings, criteria, and the like have application to graduate as well as undergraduate study in recreation training?

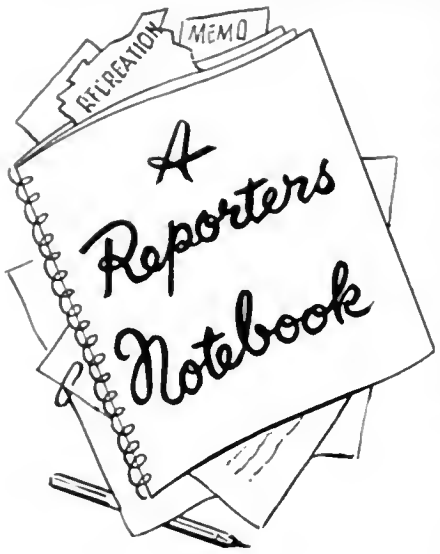
The questions mentioned above, then, are some—not all—of the problems requiring exacting exploration in undergraduate recreation training. It will not be enough to find satisfactory answers to them, or merely to agree upon a plan of action. Once the approach and direction are determined, it will be necessary for the entire recreation profession and its supporters to help realize and give actuality to their highest hopes.

Committee Members

E. Dana Caulkins, White Plains, New York
Charles B. Cranford, San Francisco State College
Fred M. Coombs, Pennsylvania State College
Leon Green, University of Idaho
Walter E. Hager, Wilson Teachers College, D.C.
Edwin L. Haislet, University of Minnesota
Thomas I. Hines, North Carolina State College
Norman F. Kunde, University of Washington
Thomas W. Lantz, Tacoma, Washington
Harold D. Meyer, Chapel Hill, North Carolina
D. K. Stanley, University of Florida
Earl Kauffman, University of Kentucky
C. K. Brightbill, University of Illinois (Chairman)

Help Fight TB

Buy Christmas Seals



Santa Claus in a Trailer

A large, new trailer in Court House Square, in *Pekin, Illinois,* was "home" to Santa Claus for ten days last year, prior to Christmas day. Sponsored by the playground and recreation department and merchants of the city, the trailer was gay with Christmas decorations, including a tree. About five thousand children called on Santa during his visit, made known their Christmas wishes and received sacks of candy and nuts. A mail drop was installed in the trailer, where letters to the old gentlemen could be posted by those who arrived after his regular visiting hours. In cooperation with the local post office authorities, a Santa Claus post office was also maintained, through which all letters to Santa, arriving either from the trailer or through the mails, were answered with an especially printed Santagram.

Wanted! Safe Sliding Areas for Our Children

Public-minded firms of *Portland, Maine,* arranged for a full-page presentation under this heading in the *Sunday Telegram and Sunday Press Herald,* last December, to publicize the results of the study of street sliding problems which had been conducted by the park and recreation department. A chart listed the sliding areas proposed for the winter season twenty-eight streets in eleven neighborhoods—and showed the number of schools and children in each neighborhood and the average number of children who would be served by each street. Servicing of the streets was described: each street to have a deep sand belt at least fifty feet long, and to be closed at top and bottom by wooden horses, bearing lanterns which would be serviced daily. Safe sliding rules for children, hints to parents and hints to motorists were given. "Safeguard our children's lives—they are the citizens of tomorrow!" was the slogan adopted for the program.

They're Proud!

Glendale, California, of the fact that its float has won an award in the New Year's Day Tournament of Roses every year since 1920, including ten sweepstakes. The floats have been built under the supervision of the division of parks and recreation.

Arlington County, Virginia, of the year's attendance record of 1,299,816—an increase of 292,187 over that of 1950-51.

Kingman, Kansas (population 3,200), that it has been able to employ its first recreation director—the smallest city in the Midwest to engage a year-round executive.

Elmira, New York, of its successful 1952 swimming program—attendance, 120,052; total revenue, $11,480—one of its best records in thirty years of operation. Sanitary conditions and purity of water in the two local pools have been commended by both the regional director of the Red Cross and the state department of health.

Williston, North Dakota, of its new canteen which, open only on Friday and Saturday evenings, attracted in its first year, over 9,000 participants and over 250 in membership. It is administered by a representative council of teen-agers.

Finance Note

Each of the ten playgrounds active during the past summer in *Highland Park, Michigan,* contributed toward the costs of their weekly special projects by collecting and selling coat hangers to cleaning firms.

Successful Hobby Program

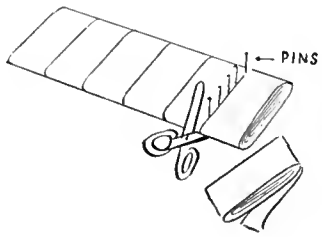
More than 450 boys and girls were registered last year in after-school stamp collecting clubs conducted at the ten public schools in *Waukegan, Illinois,* in cooperation with the Lake County Philatelic Society and local stamp dealers. Exhibits were held in all schools and the best frames were featured at the county society's exhibit. Arrangements have now been completed by the playground and recreation board's director, whereby high school students may actively participate in the society's regular meetings and programs.

Safety Report

Figures released during the National Safety Congress, which was held in October in Chicago, indicate that increased emphasis on safety education should be a part of every program. The nation's traffic accident problem was characterized as "America's public enemy number one." by Secretary of Commerce, Charles Sawyer, before the annual meeting of the President's Safety Conference. The latter was organized in 1946 for the exchange of ideas on how to prevent traffic fatalities. Traffic accident losses totaled more than 3.4 billion dollars in 1951. Estimated fire losses in the United States for September represented an increase of 10.4 per cent over those of September, 1951. From a study of claim records of children insured in its industrial department, the Metropolitan Life Insurance Company has found that accidents claim about six thousand lives annually among children of from five to fourteen years of age. Accidents involving motor vehicles are the leading cause of death, drowning is second, burns and conflagrations are third and firearm accidents, falls, strangulation and electric current are additional means of injury (*Statistical Bulletin,* September, 1952).

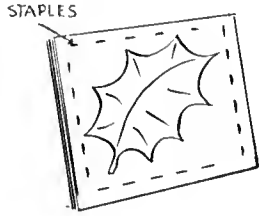
One step toward education was taken by the Greater New York Safety Council jointly with the National Safety Council, in staging an hour-long parade of three thousand marchers, two dozen elaborately decorated floats, eighteen bands and representatives of government, civic and safety organizations. The first such event ever held in New York City, the parade was witnessed by approximately 100,000 persons.

Cutting Paper Decorations



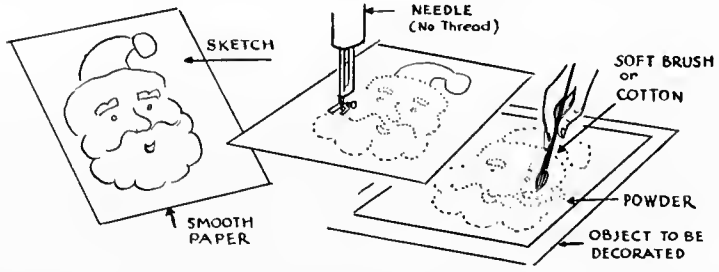
Crepe paper streamers—Keep the paper in its original fold and mark off the desired width of the strips, across the grain of the paper, with a very soft pencil or crayon. Insert straight pins along the pencil line through all the layers of paper to keep it from slipping. Cut along the line with large, sharp scissors removing each pin as you cut up to it.

Construction or poster paper designs—Where many identical pieces are to be cut, staple the sheets of paper in a pile to keep them from slipping. With a sharp scissors, eight sheets can be easily and cleanly cut at one time.



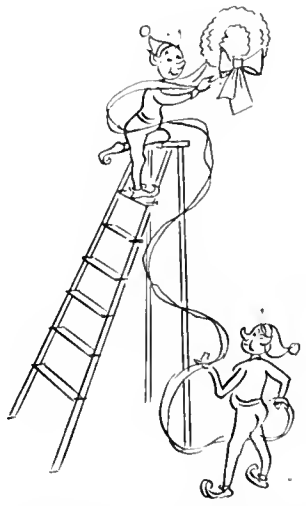
Design Transferring

Here is a quick and accurate method of transferring a pattern to a window, wall, or piece of paper. Draw the design on firm smooth paper (typing, shelf or wrapping paper). Stitch along the lines of the design on an unthreaded sewing machine to make an outline of tiny holes. Place the design sheet on the object to be decorated and, while holding it firmly in place, brush over the needle pierced lines with a



soft brush or piece of cotton dipped in talcum powder or other fine powdered substance. If the design is to be transferred to a light colored object, dark powdered poster paint may be used instead of talcum powder. These design sheets may be used over and over again.

Recipes for Fun



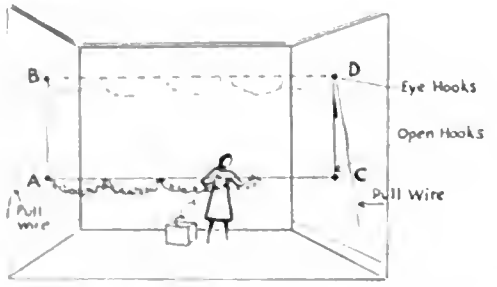
Simplified Decorations

DECORATING A ROOM or hall for some gala event is often a time consuming and laborious task. Here are a few tips to save time and effort in constructing and putting up the trimmings which are as essential to a holiday or a party as frosting is to a birthday cake. These are basic ideas which may be used in decorating at any time of the year.

In the Planning Stage

Initial planning of the decorations is best done with a small group or committee who decide the over-all theme, the type and amount of decorations to be used, materials and equipment required and the time which must be allotted to get the job done. Take into consideration the size and shape of the room and the effect you wish to achieve. Much can be done with decorations to create an illusion of greater width in a narrow room, lower ceilings in a high gym or auditorium, a cosy, informal atmosphere in a large, bleak hall, and so forth. Simple, carefully planned and arranged decorations are more effective than a lot of elaborate and fussy little items. Plans for removing the decorations are almost as important as those for putting them up, for well prepared decorations may be re-used many times. Once these plans are made, and you know where, what and how decorations are to be placed, the complete plan may be described to the entire group of helpers and separate parts of the work delegated.

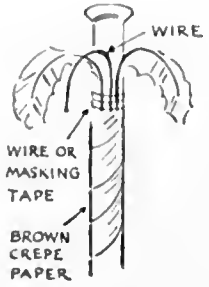
Ceiling Decorations*



A simple way to put overhead decorations in a room with high ceilings is by the use of screw eyes, hooks, and wire. Place screw eyes in a row along the sides of the room at the desired height for decoration. Underneath each screw eye, place a hook approximately five feet from the floor (or at a convenient working level). Run a piece of wire from hook *A* on one side of the room up through screw eye *B* above it, back down and under hook *A*, across the room and under hook *C* on the opposite wall, up through screw eye *D* above it and back down and secure it on hook *C*. Attach as many wires as desired in similar fashion across the room. Decorations can now be easily pinned, stapled, or pasted in place on the wires.

When each wire is completed, one person takes hold of each end of it, slips the wire out from under the hook and, carefully pulls the wire to raise the line of decorations into place. Ends of wire are then wound around the hooks to hold the line taut.

Pillars and Posts



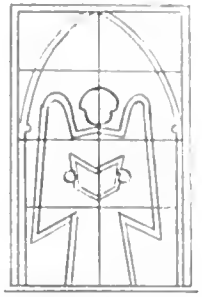
Pillars and posts can be used to advantage in the decorative scheme. For a tropical party they can serve as the base for very effective palm trees; for a springtime garden they can be decorated with paper lattice strips as a trellis for colorful flowers; for a winter scene, a few pine boughs fastened around them can create an illusion of a forest primeval. Wire coat hangers cut into an L shape or shelf brackets can be easily taped or wired around the pillars and hung with graduated lengths of streamers or other hanging decorations. On wooden posts or pillars, permanently placed screw eyes can be used to hold wire Ls whenever they are part of the decorating plan.

* This and many more excellent ideas may be found in *Gay Decorations for Parties, Dances, Banquets* published by Dennison Manufacturing Company. Available from local Dennison dealers or 411 Fifth Avenue, New York City, for 10c.

(Fold Along This Line)

Windows

One of the most attractive and simple ways to decorate windows is by painting them with poster colors. This is especially appropriate and colorful for Christmas or Easter when a cathedral window or mural effect is desired. Patterns may be taped on the outside of the window and the design painted on the inside by simply following the pattern lines; the sewing machine stitched outline described under "Design Transferring" may be used; or a simple design outlined in masking tape and filled in with solid colors.


MASKING TAPE FORMS OUTLINE FOR SOLID COLOR MASSES

For a winter scene, windows may be quickly decorated with snow flakes cut from tissue paper or lace paper doilies, bits of cotton, or soap snow made by beating a mixture of soap flakes in a small amount of water to a whipped cream consistency and dabbing it in dots on the glass or piling it along the edges of the glass to resemble drifted snow.

Jumbo Decorations

Effective large size figures can easily be made using a basic form of chicken wire covered with layers of paper and paste. Bend the chicken wire into the desired shape and nail it to a heavy piece of board to hold it upright. Tear newspapers into long strips; brush each strip with thin flour and water or wallpaper paste and apply over the wire. Alternate the strips of paper so they are vertical in one layer and horizontal in the next. Features may be applied after the base is firm (four to ten layers of paper depending on the size of the figure) by making the desired shapes of crushed paper and applying them to the form with additional strips of paper. Figure may be painted or covered with crepe paper or cloth.

STATEMENT OF OWNERSHIP

Statement required by the act of August 24, 1912, as amended by the acts of March 3, 1933, and July 2, 1946 (Title 39, United States Code Section 233) showing the ownership, management, and circulation of

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1. The names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: National Recreation Association, 315 Fourth Avenue, New York 10, N.Y.

Editor-in-Chief: Joseph Prendergast, 315 Fourth Avenue, New York 10, N.Y.

Editor: Dorothy Donaldson, 315 Fourth Avenue, New York 10, N.Y.

Business Manager: Rose J. Schwartz, 315 Fourth Avenue, New York 10, N.Y.

2. The owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual member, must be given.)

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3. The known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

None (nonprofit organization).

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5. The average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the 12 months preceding the date shown above was: (This information is required from daily, weekly, semiweekly, and triweekly newspapers only.)

Dorothy Donaldson, Editor

Sworn to and subscribed before me this 10th day of September, 1952

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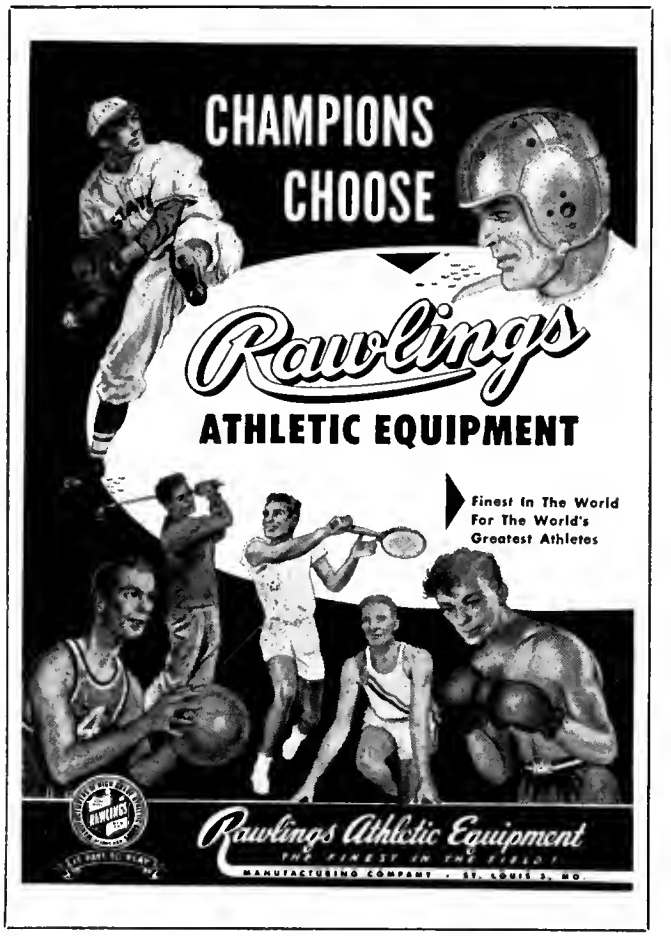


Recreation MARKET NEWS

Photomurals

New Photomurals for wall decorating, produced from a library of photographs taken by leading cameramen, offer a choice of many themes—mountain scenes, rural scenes, city panoramas, sport scenes, historic landmarks, and so forth; or they can be made from your own negative if it is 2½ by 3½ inches or larger. These murals come in black and white, sepia, or full color; ready for easy hanging. For further information on scenes available, sizes, and price data, write Mr. Dale, RCS Studios, 123 North Wacker Drive, Chicago 6, Illinois.

New Cub Engine For Radio Control Flying

The number of devotees of radio controlled model plane flying has steadily increased since the Federal Communications Commission established a "citizens' band" earlier this year. Formerly, in order to fly radio controlled model planes, modelers had to qualify as full-fledged "ham" operators by taking thorough tests in radio theory and communications practice. Now, however, any modeler is allowed to fly his ship by radio control on the citizens' band (27 or 456 megacycles) by filing a registration form with Washington or a district Federal Communications Commission office.

To meet the growing demand, Herkimer Tool and Model Works, Incorporated, Herkimer, New York, are manufacturing a new class "A" engine, the OK Cub .14, which weighs only 2¼ ounces (total load weight of engine, receiver and batteries is 17 ounces) and has a superior power-to-weight ratio. As a result, it delivers excellent performance while carrying sturdier radio equipment even in bumpy air.

Little Kid Basketball Equipment

Here is good news for sports directors who have been looking for a simple way to adapt regulation size basketball facilities to the use of eight- to twelve-year olds.

"Little Kid" is supplementary gymnasium equipment that converts existing indoor or outdoor basketball facilities to youngsters' specifications in less than five minutes' time, without harm to the existing equipment. It has been engineered to allow for all the variables in regulation equipment, and it is equally easy to install on fan-shaped, glass, or wooden backboards.

The ball is 27 inches in circumference and the hoop is reduced in scale to 16½ inches in diameter. Both the hoop and the bracket fold neatly against the backboard. It is adjustable in height, at five 2½ inch intervals, from 8 feet to 8 feet 10 inches from the floor (in the picture, the hoop is at its highest extension). It is portable and can be carried in the trunk or back seat of a car, and may be stored in a small space when not in use.

Cost of the adjustable model is $175.00 a pair. Also available is a non-adjustable model at $135.00 a pair. For further information on this practical, new gymnasium equipment, write to Little Kid Basketball, Incorporated, Box 188, Ashland, Massachusetts.

14th Annual Toy Yearbook

The 14th annual edition of the booklet which *Forbes Magazine* (1950) called "the social register of toyland," and which *Collier's* (May 1952) hailed as "the bible of the industry," is available without charge through Toy Guidance member stores from coast to coast; or copies can be secured by writing to Toy Guidance Council, 1124 Broadway, New York 10, New York, and enclosing ten cents in stamps.

Presented in full color illustrations, on sixty-four pages, are 250 toys—each voted "an outstanding example of its type" by educational and industry experts representing Toy Guidance Council. Each toy is described, classified by age suitability and analyzed according to functional play purposes.

The objective of Toy Guidance Council is to direct the attention of parents to better grade American-made toys which will aid the development of children.

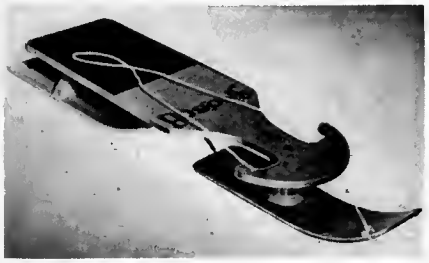
This year, 873 manufacturers, representing the majority of the country's leading toy firms, submitted more than 3,000 different playtools for the Council's consideration. Toys were checked for safety, and then during a three day meeting, with open discussion and voting, the list was pared down to those 250 outstanding playthings represented in the yearbook.

SnoboB

A new invention for sports fun all winter long incorporates the best features of the ski, the toboggan and the regular steel runnered sled. Three hard birch runners support the marine plywood riding platform and give the SnoboB ample support for fast riding in loose snow. Steel guide rails on the bottom of the skis keep it from

"side slipping" even on hard packed snow or ice.

Although speedy, the SnoboB is designed for complete safety. The platform is equipped with a non-skid rubber seat pad; and is ridden in a sitting position with the feet tucked in cutouts at the front of the riding platform. The perfect balance of the



front ski plus a safety steering spring adds to the ease and safety of steering. Steering rope fastened to eyes in the front ski makes the SnoboB respond quickly to the slightest tug.

Available in three sizes: 36 inch size is $19.95; 42 inch size is $24.95; and the 48 inch size is $29.95. Sold at hardware and department stores; manufactured by SnoboB Manufacturing Company, 138 Thirty-ninth Street, Grand Rapids, Michigan.

TIPS FROM READERS
The True Glue Story

A craft expert has given us the following tips:

For gluing crepe paper twist to metal, glass or china—use Styl-Craf glue from Styl-Craf Studio, 1044 North Curran Avenue, Hollywood, California.

For pasting crepe paper (flat) to other paper or cardboard—use Carter's White Paste.

For other uses—Bond Cement from Bond Adhesives Company, 255 Wallabout Street, Brooklyn 6, New York. —THERESA BRUNGARDT, *Director of Recreation, Vermont.*

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Listening and Viewing

Action, last spring, of the Federal Communications Commission in lifting the three-year freeze on the construction of new television stations, and its authorization of 242 ultra high channels for the use of noncommercial educational use, has stimulated discussion in print and at national conferences of the part television should play in our daily lives. Inevitably, these discussions have sparked a re-evaluation of the whole field of audi-visual communication. Although the following articles were not written specifically for those in the recreation field, they may prove to be of interest to the leader who is planning an audio-visual program.

Education's Fabulous Inheritance, Paul A. Walker, *NEA Journal*, September, 1952. Mr. Walker is chairman, Federal Communications Commission, and his article—the first in the *Journal's* series on educational television—is based on an address delivered before the National Association of Educational Broadcasters.

Toward Greater Maturity, Hollis A. Moore, Jr., *The Nation's Schools*, October, 1952. Mr. Moore's title was the theme of the ninth annual Conference of the Education Film Library Association, one of the eight organizations in the field of audio-visual aids which met in Chicago from July 30 to August 5. The article reviews the major issues discussed by the various groups.

Television: Problems and Possibilities, Robert Lewis Shayon, *National Parent-Teacher*, October, 1952. Mr. Shayon is radio and television critic of the *Christian Science Monitor*, co-editor of radio and television for the *Saturday Review* and author of the chapter on radio and television in the new edition of *Childcraft*. He is also author of *Television and Our Children* (Longmans, Green, $1.75).

Mass Media and Children, an International View, Josette Frank, *Child Study*, Fall, 1952. This is a review of the subjects discussed at a congress, organized last spring by the University of Milan, sponsored by UNESCO and other agencies, on Press, Cinema and Radio for the Young.

Safety Films

Safe on Two Wheels, 10 minutes, black and white, story of a boy and his bicycle.

Friend or Foe, 17 minutes, color, fire prevention.

Live—and Let Live, 10 minutes, color, uses three-dimensional scale model animation, filmed from above to give panoramic effect.

Ski Tips, 22 minutes, color.

These are all 16 mm. sound films, available free from Publication Educational Department, Aetna Life Affiliated Companies, Hartford 5, Connecticut. *Young Folks Enjoy Learning Safety* is the company's booklet which lists a number of other free safety films, including several in color on sports.

Television Note

Designed as a public service to protect prospective purchasers of television receivers from irresponsible operators in the industry, is an eleven-page booklet of basic information. Published by the Radio-Television Manufacturers Association, in cooperation with the Better Business Bureaus. It is available free from local bureaus or retail television dealers.

"The Jeffersonian Heritage"

The enduring ideas of our American heritage, through the voice of Claude Rains as Thomas Jefferson, have been presented from educational radio stations, in excellent, weekly programs since September 14. The series is produced by the National Association of Educational Broadcasters, under terms of a grant from the Fund for Adult Education, established by the Ford Foundation. The research, writing and advice of Professor Dumas Malone, Department of History, Columbia University, have served as a basis for the programs. Pressings of the thirteen half-hour programs have now been released to commercial broadcasting stations. Recreation departments may obtain the complete album of 33⅓ rpm, twelve-inch recordings for $25. Write to Frank Schooley, University of Illinois, Urbana.

"The People Act"

Recordings are also available of the twenty-six programs in this series, which were presented over the CBS radio network by the Ford Foundation's TV-Radio Workshop and the Fund for Adult Education, terminating on June 29. The records are $1.85 each, or $24.85 for the series of thirteen. Order from The People Act Center, State College, Pennsylvania. They may be borrowed from the Federal Radio Education Committee, United States Office of Education, Washington, D. C. Printed scripts of each program and teaching materials are available to aid in adapting the recordings to discussion groups.

"Movies" and Children

Although the new edition of *The Children's Film Library and Special Children's Programs* will not be published until next fall, a supplement to the fourth edition of the pamphlet has been issued and is available free, as is the pamphlet, from the National Children's Film Library, 28 West 44th Street, New York 18. When requesting the pamphlet, ask to have your name put on the mailing list to receive (also free) the *Joint Estimates of Current Motion Pictures*, a bulletin released twice a month. The Library's purpose is to provide fine films, suitable for children between the ages of eight and twelve, for special Saturday programs in local theatres. The pamphlet contains suggestions for organizing such programs in your own community, and lists selected films.

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On The Campus

Vacation (?) Note

Correspondence with John MacPhee, a RECREATION author, reveals that his summer was spent in gathering data from almost every college in the country which offers a recreation major. This information is for his thesis, "Field Work for Undergraduate Majors in Recreation," the last requirement for his Doctor of Recreation degree from Indiana University. The project has required a twenty-thousand mile trip from Canada to Louisiana to Puget Sound. Mr. MacPhee wrote "Seven Steps to Easy Camp Cookery," which appeared in the June issue of the magazine.

A Successful Project

A special teen-age club in Utica, New York, all of whose members were crippled by polio or cerebral palsy, was organized last spring by Miss Betty Robbins, as a part of the field work of her junior year as a recreation major at State Teachers College, Cortland, New York. Personal contact was made with each boy and girl whose name appeared on the lists of the Cerebral Palsy Clinic and the county orthopedic nurse. To avoid stairs and steps, the weekly meetings of the club were held in a room, on the first floor of the Conkling Recreation Center, which was near a special entrance. Activities of a typical evening included simple crafts—flower making, loom weaving—easy games such as checkers and puzzles, listening to popular records and refreshments, including birthday cakes at appropriate times. The club was proclaimed to be a fine morale builder by the parents of the young people, and the recreation department announced its intention to continue the meetings through the summer despite cessation of other community center activities at the close of school.

In the Field

The services of the National Recreation Association, which are available to those in the profession, were the subject of a talk by Waldo R. Hainsworth to the senior recreation students of Massachusetts University, on October 22. As the New England field representative of the association, he extended an invitation to the students to visit NRA headquarters. He also addressed the junior students on the subject of the philosophy of recreation. His visit to the university was upon the invitation of Dr. William Grimshaw, director of the recreation curriculum.

Hockey

Wilson College, Chambersburg, Pennsylvania, held its first hockey camp on its own fields from September 15 to 20, with Miss Ethel Grant of the Bryn Mawr faculty as coach. Periods of stick work and technique, tactics and games between class teams filled the daily schedules. The evening sessions were devoted to lectures and hockey films from the United States Field Hockey Association.

Note for Travelers

Thirty-five educational and religious groups, sponsoring student exchange programs and promoting international student travel, are members of the Council on Student Travel, which is holding its annual conference this month. Of interest to those seeking information on programs, particularly relating to educational opportunities, is the *Thirty-second Annual Report* of the Institute of International Education, one of the member groups. The report lists many free leaflets and bulletins which are available from the Institute, One East 67th Street, New York 21.

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Books Received

AMERICAN SCHOOL AND UNIVERSITY, Volume twenty-four. American School Publishing Corporation, New York. $5.00.

BASKETBALL TECHNIQUES ILLUSTRATED, Forrest Anderson. A. S. Barnes and Company, New York. $1.50.

BETTER BOARD MEETINGS, Mary Swain Routzahn. National Publicity Council for Health and Welfare Services, 257 Fourth Avenue, New York 10. $2.00.

BOOK OF HOBBY CRAFT, THE, Glenn A. Wagner. Dodd, Mead and Company; New York. $2.75.

EARLY AMERICAN DESIGN MOTIFS, Suzanne E. Chapman. Dover Publications, New York. $3.95.

EDUCATION THROUGH SCHOOL CAMPING, Helen Manley and M. F. Drury. The C. V. Mosby Company, St. Louis. $4.50.

FIELD GUIDE TO SHELLS, A, Percy A. Morris. Houghton Mifflin Company, Boston. $3.75.

FIRST PERFORMANCE, edited by Nora MacAlvay and Virginia Lee Comer. Harcourt, Brace and Company, New York. $3.50.

FOR BOYS ONLY, Frank Howard Richardson, M.D. Tupper and Love, Atlanta, Georgia. $2.75.

GOLDEN TREASURY OF NATURAL HISTORY, THE, Bertha Morris Parker. Simon and Schuster, New York. $5.00.

HOW TO IMPROVE YOUR CHESS: SECOND STEPS, I. A. Horowitz and Fred Reinfeld. E. P. Dutton and Company, Incorporated, New York. $3.00.

IT'S FUN TO COOK, Adele de Leeuw. The Macmillan Company, New York. $2.75.

MANTY THE MANTIS, Captain Burr W. Leyson. E. P. Dutton and Company, Incorporated, New York. $2.50.

TIME FILLERS, Albert A. Ostrow. Harper and Brothers, New York. $2.50.

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TREASURY OF SONGS FOR LITTLE CHILDREN, A. Esther Botwin. Hart Publications, New York. $2.00.

YOUR CHILD CAN BE HAPPY IN BED, Cornelia Stratton Parker. Thomas Y. Crowell Company, New York. $2.95.

Pamphlets

FORTY WAYS TO FUN AND SERVICE. Girl Scouts of the U.S.A., 155 East 44th Street, New York 17. $.25.

GUIDE FOR DAY CAMPING. Camp Fire Girls, Incorporated, 16 East 48th Street, New York. $.25.

NEW RESOURCES BRING NEW OPPORTUNITIES, Director of Defense Mobilization. Superintendent of Documents, United States Government Printing Office, Washington 25, D.C. $.30.

RESIDENT CAMP STANDARDS. Camp Fire Girls, Incorporated, 16 East 48th Street, New York. $.75.

ROCKEFELLER FOUNDATION, THE, Chester I. Barnard. The Rockefeller Foundation, 49 West 49th Street, New York City.

STATE PROVISIONS FOR SCHOOL LUNCH PROGRAMS, Murtis Keels Jeffers. Superintendent of Documents, United States Government Printing Office, Washington 25, D.C. $.20.

SUGGESTED LAND SUBDIVISION REGULATIONS. Superintendent of Documents, United States Government Printing Office, Washington 25, D.C. $.45.

YOUNG GERMANY. Superintendent of Documents, United States Government Printing Office, Washington 25, D.C. Department of State Publication 4251, $.35.

YOUR CHILDREN'S HEALTH, J. Roswell Gallagher, M.D. Science Research Associates, 57 West Grand Avenue, Chicago 10. $.40.

Magazines

AMERICAN CITY, *October 1952*

Practical Steps in the Planning of A Successful Centennial Celebration. Genevieve E. Swarthout.

Pensacola Builds Recreation Pier As Site for Municipal Auditorium. Oliver J. Semmes, Jr.

BEACH AND POOL, *October 1952*

Availability of Chlorine, Sam Breedlove.

Raising Funds for Pools and Pool Equipment.

Choosing Your Pool Site.

new Publications

Covering the Leisure-time Field

Starting a Recreation Program in a Civilian Hospital

Beatrice H. Hill. National Recreation Association, New York. $1.00.

Here is a "first" in a new field in recreation literature! To date there have been no books or pamphlets in this field, except those available to the personnel in military or veterans' hospitals. This pamphlet is designed to help the neophyte in a civilian hospital understand and plan effectively for hospital recreation.

As the author frankly states, it is not a textbook but simply a manual that indicates methods that have been used effectively, and which may be successful in other hospital recreation situations. The manual defines recreation, according to Webster, as "the refreshment of the spirit." From this broad definition the aims of hospital recreation are stated, and the specific objectives are defined in terms of the needs and interests of different types of patients. The necessary steps to meet these specific objectives are then analyzed in detail.

The hospital recreation program is discussed from the standpoint of the needs and interests of the tuberculosis, neuro-psychiatric, chronic, long-term, child and rehabilitation patient. Program suggestions are made for parties, trips, entertainment, and hobby groups. Emphasis is placed on the need to use patients in the organization of the program through patients' councils, and as volunteer leaders in the operation of the program. The importance of community volunteers and resources is also stressed.

This manual fills a real need in the field of hospital recreation. It has no pretensions, but it states its case clearly and concisely, and will help the leader, in this relatively new and developing field of recreation, to a better understanding of his job.—*Edith L. Ball*, Associate Professor in Education. In charge of recreation curriculum at New York University.

The Recreation Leader

E. O. Harbin. Abingdon-Cokesbury Press, Nashville, Tennessee. 1952. $1.50.

Mr. Harbin's new book is based on the three-fold premise that to provide effective leisure time activities, a church recreation program must:

1. Have a sound philosophy of recreation.
2. Have a sound recreation program.
3. Have intelligent and skilled leadership.

This book is designed as a text for new, inexperienced leaders or organizations interested in church and community recreation, and as a refresher for those interested in doing a better job in this field. It is simple in presentation, and sound in philosophy. The chapter on "Cultural and Creative Recreation" is perhaps too simple, and we wish that Mr. Harbin had expanded this important area that is usually the most neglected.

The chapter on "Community Recreation" is only three and a half pages in length, but stresses the importance of cooperation between churches and other private and public agencies sponsoring and conducting recreation programs. The criteria in this chapter surely should read "Criteria for a Community Recreation *Program*" instead of *Room*, since no room could possibly provide such services. Probably a typographical error—it happens to the best of publishers!

Mr. Harbin gives a great many references to resource material, at chapter ends and as a separate list near the end of his book. He has neglected, however, to include reference to the many inexpensive helps published by the National Recreation Association—booklets and books that are in wide use by recreation leaders in churches and communities throughout the country. We can't help but feel that their inclusion would have been helpful to those who will use his book.—*Virginia Musselman*, Program Service, NRA.

Songs to Sing with Recreational Instruments

Irving Cheyette and Albert Renna. Theodore Presser Company, Bryn Mawr, Pennsylvania. $.60.

Here is a publication which should be a handy help in the organization of small informal musical groups. It is adapted particularly to those centering about the so-called social or recreational instruments. These include, however, the more complicated types, such as the piano, violin and flute, in addition to the simpler instruments such as the harmonica, banjo, ukelele and rhythm instruments. All can be used to accompany singing and thus to extend participation and enjoyment.

The booklet contains the words and melodies of thirty-six songs, of the folk and old favorite variety, with chords and fingering charts for the piano, piano accordion, autoharp, ukelele, guitar, tenor banjo and harmonica —in other words, props for players who have not advanced beyond the rudiment of study. Two pages are devoted to some of the Latin-American rhythm instruments, with indications of characteristic rhythms.—*Gertrude Borchard*, Correspondence and Consultation Service, NRA.

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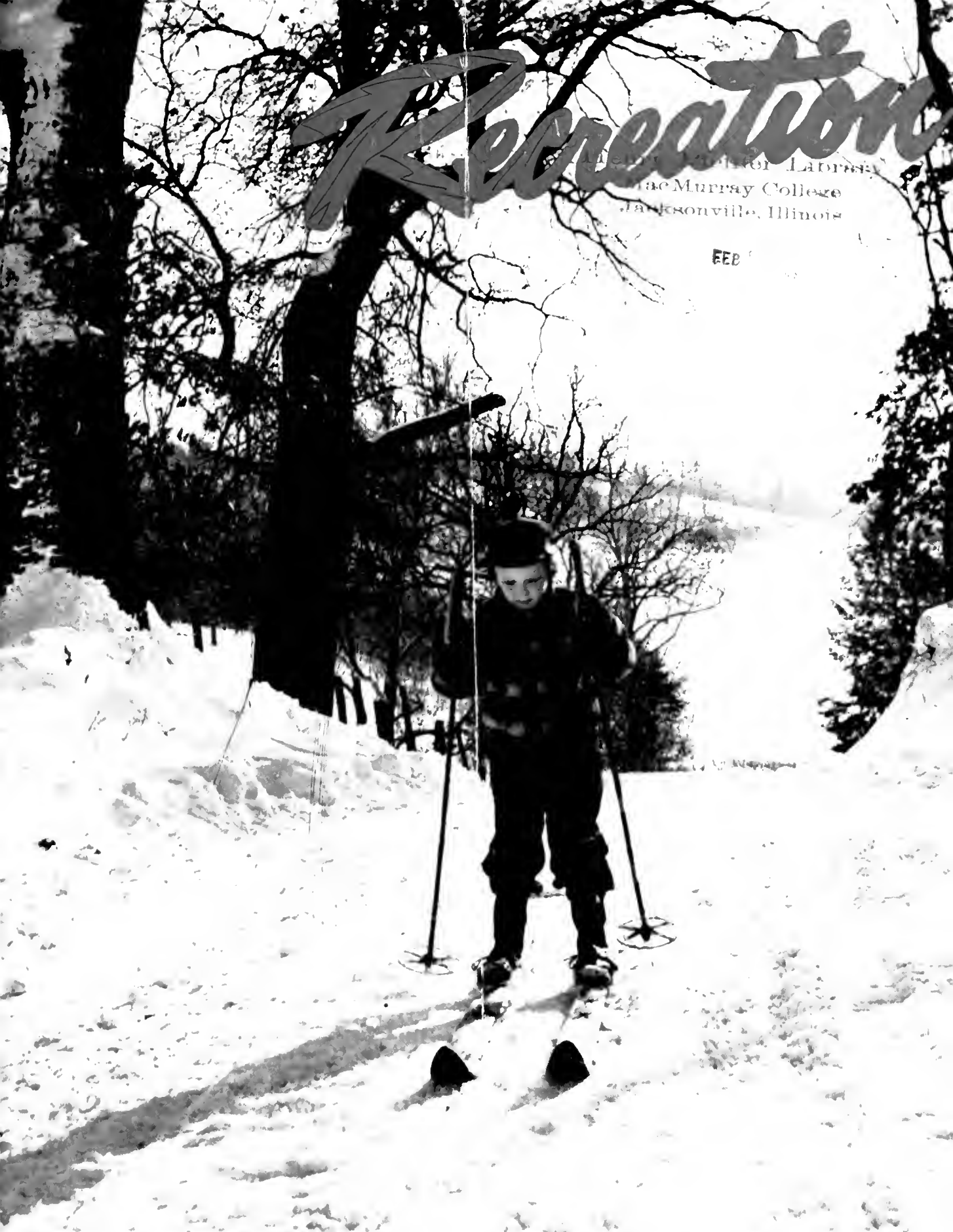

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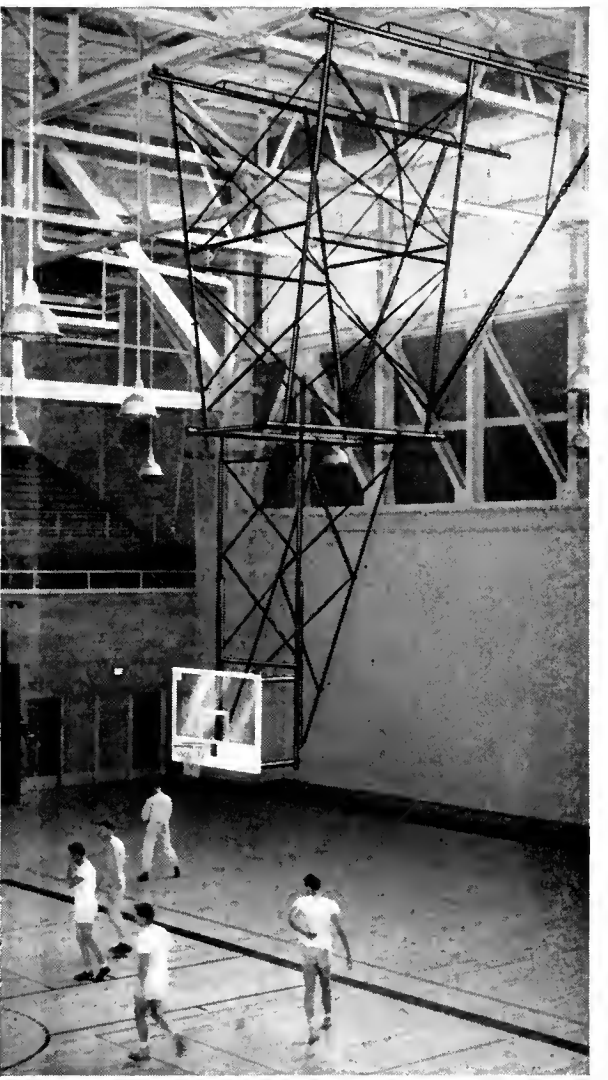

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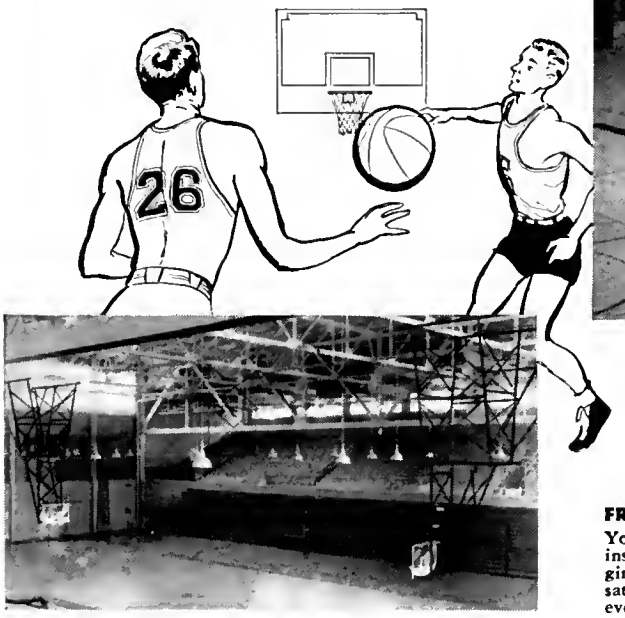

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JANUARY, 1953

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Vol. XLVI Price 35 Cents No. 8

On the Cover

What is more thrilling than to use those new Christmas skis? January, the month of snow, brings out an exciting assortment of sleds, snowshoes, skis and skates—tried to the accompaniment of rosy cheeks and ringing laughter. Photo courtesy of Eva Luoma, Weirton, West Virginia.

Next Month

Two articles will be continued in our February issue—"A Global Look at Recreation," Part III, by Thomas E. Rivers, will tell the details of Mr. Rivers' recreation mission in Japan, and "Community Center Housekeeping" will carry a further check-list of housekeeping details and responsibilities. "How to Tell a Good Golden Age Club," by James H. Woods, will present the yardsticks of measurement worked out with the excellent clubs in Cleveland, Ohio; and "Recreation for Everyone," by Kraus Earhart will present an interesting example of how to arouse citizen support of a community recreation program; while Frank Staple's craft page, "How To Do It," will again appear as a regular feature.

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For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Stephen F. Bayne, Jr.

The SPIRITUAL Aspects of Play

Taken from Bishop Bayne's address at the 34th National Recreation Congress, these words bear thinking upon as we stand on the threshold of a New Year.

THERE have been plenty of times in the history of our country and of the world when it would have seemed very odd to have a clergyman talking about play. As a matter of fact, one of my first ancestors in this country was thrown into thethe "clink" in Massachusetts, because he insisted on playing—first by having a Christmas tree, which cost him three days in the clink, and then by insisting on preserving the old custom of Maypole dancing on the green, for which he got a week in the clink. That mood often has been characteristic of official religion, which has tended to look upon play as something not quite respectable.

In other words, the church has not always been regarded as willing to think about play. The tendency has been to get people to feel that play must somehow be made socially useful, or otherwise respectable, or else it must remain outside the sphere of interests of the respectable and prudent man. We like to moralize things too much, and that has left us a heritage in American life of a little bit of a bad conscience.

We are never quite sure that we ought to enjoy ourselves. People who play, too often are given to finding excuses for it. You never see a man on a golf course without his telling you that he worked awfully hard and is very tired. That is part of the legacy which is not a good legacy. I don't see any reason why a person should apologize for playing. I think he should play as much as he can possibly find time to play.

There is a Christian doctrine of play; and it is tied up with the Christian doctrine of work. They are the opposite sides of the same coin. When you look back on the developing years of the Christian community, nearly twenty centuries ago, and then trace the development of Christian thought through those periods until its flowering among the great theologians, you find a pretty steady, central line of thought.

I will try to put it into very simple terms. First, man is whole and single. Second, his spiritual wholeness is the ultimate end of all that he does and all that he is. Third, his work and his play alike derive their meaning from the fundamental quest to be a mature and full and single person. Therefore his work and his play belong together and cannot be separated. Play is not an anesthetic for work; it is a partner of work. One of the favorite illustrations which in ancient days was used by Christian teachers about the nature of play was this story about St. John:

St. John, the evangelist, who when someone asked him about whether or not it was right to play, put a bow in the man's hands and said, "Flex the bow." He did. "Flex it again as far as you can." He did. St. John said, "Flex it again." The man did. This went on. St. John kept saying, "Keep on, keep on flexing the bow." Finally the man said, "This is ridiculous; the bow will break!" St. John said, "That is exactly what I mean about play—without its relaxation, man will break."

Except where life is balanced and whole, the bow will break. Work, in deepest Christian thought, is not an end in itself. And that was the sin of the nineteenth century, as it has been the sin of many other times, that seemed to say to boys and girls growing up in the world, "Your job is to work as hard as you can, as long as you can, because work will somehow win God's favor." That is not Christian doctrine. We work because we need to meet our needs; we work so that we may have something to give to others; we work so that we may learn how to praise God with our work. Work simply serves the needs of this whole and single person who is the person that God created and is the person that God loves and redeems. Play, likewise, is part of the story of life. It is not an end in itself but exists to serve the wholeness and the singleness of life. When you learn those things, then you look at the world in which we live, people with whom we live, and you begin to ask yourself some extraordinary and searching questions, both about the function of work and of play in our society.

I am going to say three very simple things to you. First, the majority of our comrades in this world suffer more from boredom in their work than any have ever suffered before. That is mainly, I think, because of the immense change in our habits of work. We have been set free to an extraordinary degree from drudgery. When we look back to the limits, confines, and harshness and cruelty of life for our forebears, we do well to give thanks for the marvelous way in which techniques have set us free of those harsh simplicities. The price we have paid for it often is that the jobs most of us are called upon to do most of the time are trivial jobs and boring jobs. It is harder and harder for many men, not all men. Not always for men in jobs like yours and mine, which are personal jobs and bring a great deal of satisfaction with them. But if a man's work is boring to him, then his play will be interpreted simply as time of excitement or a kind of diversion to bury boredom or to extinguish it with another boredom. True play, like true work, should never tire because it should never seem trivial. If the job is right and the man is right —the work is right, and the play is right. But when we deal with bored people, their play is as bored as is their

---

The Right Reverend Stephen Bayne, Jr., *has been Bishop of the Episcopal Diocese of Olympia for the past five years.*

work. That is where you and I both take hold of life.

Second, the work that our people do tends to de-personalize. It tends to make man seem less than human in many aspects of his life, in his own eyes. When you use machines more and more, it is almost inescapable that before too long, the question is going to arise in your minds as to just who is the more important in the scale of values, the measure of ultimate value and worth, you or the machine?

So, too, in the last place, I say our work and our play alike suffer because we have lost the kind of wholeness from life. However, and I think it may be the most important part of a man's work—also the most important part of his *play*, also the most important part of his whole life—is the knowledge that it has value with God. That it can be offered to God.

Think back of the people you know who have been good workers in their generation. What made them good was the deep and often unspoken assurance that what they did and the life they lived meant something in God's eyes, and had an importance that came because it could be offered to him. How many people do we know that have that feeling about their jobs or their play or their very selves? Because we have lost the assurance of being able to pattern all our life, our work, our play, and ourselves together in one bundle and offer the whole thing to God, our lives have tended to fall apart and our jobs fall off here somewhere, where they are only an ugly necessity which exists mainly for its own sake. We have seen this happening to people.

Those are the people to whom you and I minister; I in one way, you in another way. People whose jobs, lives, and destinies, whose play, is trivial, boring, unimportant, unrelated to God; people, whose selves, whose personalities, bear the marks of that uncertain fragmentary people. There are too many of them in this world. And as I close I would ask you only to think this of what you do.

Remember that triviality of the boredom; and in what you do, plan to minister some deeper meaning than man's work often gives it. If his life is torn apart by a job that is meaningless, it may be that his play will restore a lost depth and quality to his life. If his work seems to be trivial and unimportant, it may be within his play that he will discover something which to him will be important enough to hold his whole attention and his whole will. The less that he puts himself into his job, it may be, that the more he will put himself into his play and so become a person through his hobbies and through his play. Those are the opportunities that lie in your hands to do; to minister wholeness to people who are fractions of a whole.

I can imagine that your job is much like my own, a job in which it is easy to lose perspective, a job in which it is very easy to forget or to not see the fundamental importance of what we do. I would hope that, in those dark and uncertain moments, you might find a minute to stop and think what it is that you are doing. You are really not ministering recreation; you are not holding down an important municipal or state or association job; you are helping people to be whole and single people who may find through their play a significance under God.

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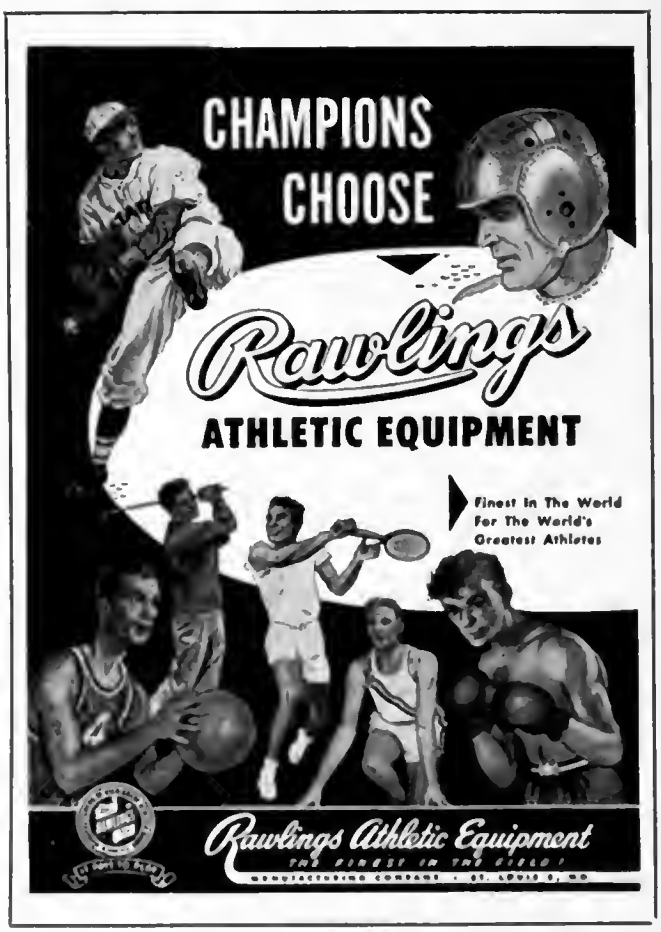

Things You Should Know . .

▶ In a History Making Decision, according to *Planning and Civic Comment*, the Wisconsin Supreme Court recently declared that: "The right of the citizens of the state to enjoy our navigable streams for recreational purposes, including the enjoyment of scenic beauty, is a legal right that is entitled to all the protection which is given financial rights." This decision was handed down by the court in declaring unconstitutional the state's so called "county board" law, enacted in 1947, which gave county officials final authority to pass upon local dam construction. This decision involved a proposal to erect a dam on the Namekagon River, famous for its fishing. The court held that the dam, if erected, could interfere with public rights of hunting, fishing, and scenic beauty, that these are state-wide rights and that local authorities could not have final say as to their disposition.

▶ A New Membership Directory is being compiled by the National Recreation Association. Active Associate Members and Affiliate Members will be receiving their directories as soon as copies are off the press.

▶ New and Larger Quarters now house the Northwest District office of the National Recreation Association. Address: 2864 30th Avenue West, Seattle 99, Washington.

▶ A Master Plan for Recreation in Maryland has been released by the state planning commission. It suggests the creation and development of eight state parks, ten recreation reserves, ten picnic areas and six historic reserves.

▶ The National Trust for Historic Preservation and the American Association for State and Local History are joining the National Recreation Association in preparation of a guide to all historic sites and buildings in the country—for the use of the armed forces.

▶ A Revised Edition of the publication, *An Experiment in Recreation With the Mentally Retarded*, by Bertha E. Schlotter and Margaret Svendsen is being issued by the Illinois Department of Public Welfare.

▶ The In-Service Training Committees of the American Institute of Park Executives and of the National Recreation Association are meeting in a joint workshop session, January 18 to 21, at the Pokagon State Park, Angola, Indiana—for the purpose of preparing a manual for in-service training.

Bond Issues and Referendums

▶ Recreation took another step forward in Jacksonville and Duval County, Florida, during the recent general election. Millage setting up a county recreation program was the sole survivor of the twelve items up for consideration. The referendum was made possible by a special act of the state legislature of 1951. One of the sections provided for cooperation with any municipality of the county in acquiring, operating and maintaining any facilities created under the provisions of the act.

▶ The citizens of Niles, Ohio, successfully voted in their tax levy for recreation for a new five-year period.

▶ The voters of Cincinnati, Ohio, passed an $825,000 bond issue with $500,000 allotted to the public recreation commission and $325,000 to the board of park commissioners. The passage of this bond issue will make possible a program of rehabilitation, improvement, and expansion of Cincinnati's recreation facilities.

▶ The voters authorized the county board of Chosen Freeholders in Essex County, New Jersey, to increase the appropriation of funds for maintenance of county park and recreation facilities, from the present limit of three-fourths of a mill to a full one mill.

Student Aid for '53

Opportunities in the form of fellowships, assistantships, and scholarships, at colleges with recreation curriculums are announced in a new bulletin prepared by NRA Recreation Personnel Service. Entitled *Student Aid*, the pamphlet lists—for twelve colleges—the number and types of student aid available to recreation majors, stipends, requirements for appointment, duties of appointees, and deadline for filing applications for the '53 fall semester.

Essential for the recreation leader considering graduate study as well as for all who counsel prospective recreation students, the publication is available on request to Active Associate Members of the National Recreation Association as a *free membership service*. Request *Student Aid—P162*. (Non-members may obtain *P162* at a charge of fifteen cents per copy.)

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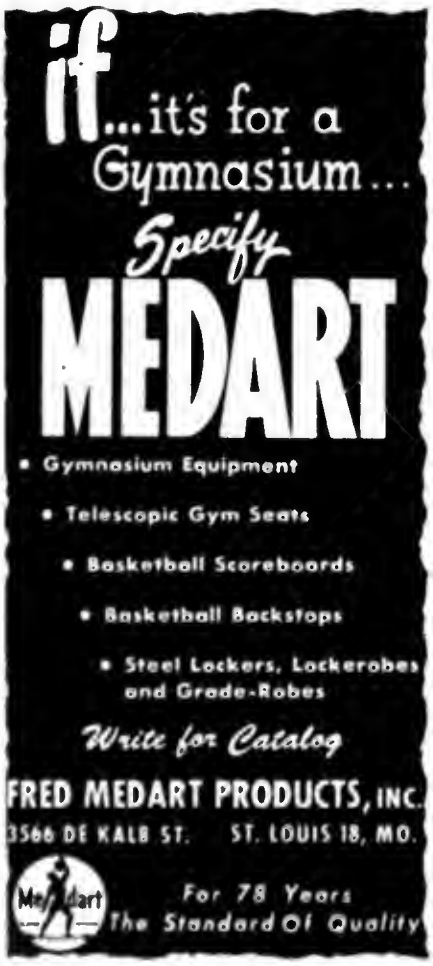

Letters

Hall of Fame

Sirs:

I have read the article in the November issue of RECREATION, by Mr. Thomas Miller, entitled "My Maintenance Man," which is very good. As we all know, the maintenance man is the undercover man, such as the lineman in football, never receiving much credit or glory, but actually the foundation of our program.

We have a man in our organization whom I would like to mention for the recreation Hall of Fame—Mr. Dewey Clifton McAlpin. He has straightened out our Ford tractors and worked out several other knotty problems, as well as invented new ways of maintaining our various athletic fields to the best advantage. He has taken equipment that we have purchased and added to it to such an extent that we can now use it for several different, additional things. He has saved our department untold money with his clever ideas and skill in repairing machinery and equipment of all kinds. In fact, he is official trouble shooter for our entire department. "Ask Mac about it," is the stock reply to any query or complaint. I do not know if you are planning a "Hall of Fame" for the forgotten man, but if you are, I wish to submit the name of my maintenance standby for a front seat.

SELWYN ORCUTT, *Superintendent, Recreation and Parks, Fayetteville, North Carolina.*

Square Dancing Books

Sirs:

Apropos of the letter from New Zealand, on page 210 of your September issue, please send Miss Fitzgerald the square dancing books she needs and send me the bill. I enjoy the magazine.

OTTO MALLERY, *Chairman, Board of Directors, National Recreation Association.*

• *Good Morning, Musical Mixers and Simple Square Dances* and *Fun for Threesomes* have been sent.—Ed.

Sirs:

We have a square dance club here on the campus of the University of Colorado, and we are interested in helping Miss Fitzgerald in any way we can. We would be able to collect our own calls and dances and send copies to the New Zealand association, and could be of some financial aid if they prefer a few books on square dances, couple dances and calls. You may either forward this letter to Miss Fitzgerald or send us her address so that we may contact her directly.

JAYNE POOLE, *representing Calico and Boots, Boulder, Colorado.*

• Miss Fitzgerald's address is Post Office Box 1728, Wellington C. 1, New Zealand.—Ed.

Something New

Sirs:

Featured in your April, 1952 issue of RECREATION is an article by Helena Braddock Lemp on "Something New in Playgrounds." I enjoyed this article very much and wonder if it is possible to have enlarged copies of the picture which accompanied it? I could use five or six of them, not for commercial use or reprint, but to show to my board members, as we are planning play spaces adjacent to our eleven clubs.

IRVING RUDOLPH, *Executive Vice President, Chicago Boys Clubs.*

Field Report

Having read the article, "Tom-a-Hawk Club for Teens," by John Lippold, in your October issue, and then witnessed the center in action, I can only say that the article does not do justice to this activity. The center was literally packed with young people. Parent volunteers were being used forty strong on the registration desk, the check stand, snack bar, game room and the dance floor. Everything moved smoothly and it seemed the paid director had very little to do. I was told that this was a poor evening, although over five hundred young people passed through the door while I was there. I know this activity makes a great contribution to the young people of Aurora. I feel it is one of the most successful youth centers in my entire area. The center, located in a downtown building, is very well decorated. All expenses are paid from the membership fees, which should reach two thousand this fall. The snack bar is self-supporting. The center is a marvelous example of the effectiveness of volunteer leadership, and the contribution of leadership given so willingly by the parents helps to keep the overhead to a minimum. It is really quite a shining example of what an interested

community can do for its young people.

ROBERT L. HORNEY, *NRA Field Representative, Great Lakes District.*

Ski Tow

Sirs:

We have read with interest Mr. Herdic's article in the November issue, "Skiing Need Not Be Expensive," and heartily agree that the addition of a rope tow is an asset in any community with suitable snow and slopes. However, we believe the article could well have pointed out that some type of safety device should be provided to stop the engine in the event a rider becomes entangled in the rope.

There have been a number of serious accidents and three deaths that we know of, caused by a young skier's hair, scarf or clothing becoming twisted in the rope and thus forcibly pulled into the drive mechanism or head sheave. Even on light portable tows such as the one illustrated, it is risky not to have a safety device, especially where small children are using them.

The type of safety mechanism to use depends primarily on whether the tow drive is located at the top or bottom of the slope. If at the top, it is an easy matter to install a trip cord or safety gate which causes a break in the ignition circuit when pushed by a tow rider. For high speed tows the cord or gate should be located 30 to 60 feet from the end of the tow line so that the rope will come to a stop before an entangled skier would reach the drive wheel or head sheave. When the drive machinery is located at the bottom of the slope, an electric circuit which usually requires a relay is necessary. A mechanical shut-off which is activated by a single wire extending from the engine to the upper end of the tow will work satisfactorily on short tows. In general, with a light portable tow it is better to have the motor at the top of the slope, because the efficiency is greater and the safety gate is easier to install.

Safety devices cost just a few dollars and may well prevent an accident. Many insurance companies will not issue liability insurance on ski tows unless they are equipped with such a device. We might also mention here that any town or private party operating such a tow would be well advised to carry liability insurance.

At the 234 winter sports areas in the national forests, all rope tow operators are required to have suitable safety devices and in addition liability insurance in the interest of public safety.

JOHN SIEKER, *Chief, Division of Recreation and Lands, U.S. Department of Agriculture, Washington 25, D.C.*

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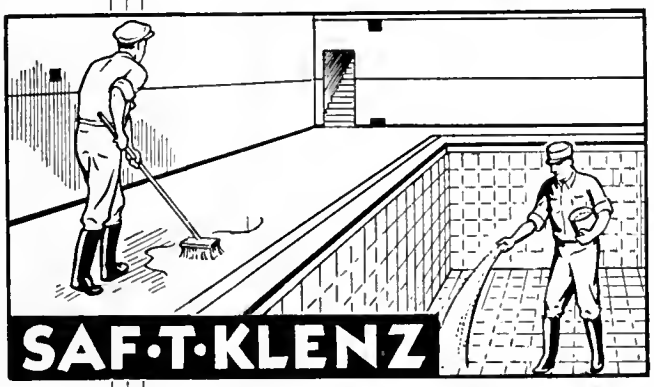

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Editorially Speaking

Today

So here hath been dawning another new day,
Think, wilt thou let it slip useless away?
Out of eternity this new day is born,
Into eternity at night 'twill return.
Behold it aforetime, no eye ever did,
So soon it forever from all eyes is hid.
Here hath been dawning another new day,
Think, wilt thou let it slip useless away?
—*Thomas Carlyle*

The New Record

We have turned to a blank page in the notebook; it awaits the record of the coming year, and we once again are struck with the fact that what will be inserted therein will be largely up to us. It is a great responsibility; and we plunge, therefore, into reflection upon our philosophy of life, and of recreation, and search for ways of strengthening both—conscious of the mantle of service that falls upon the shoulders of men in jobs such as yours and mine. And we dedicate ourselves once again to a course of action which will bring about "the greatest good for the greatest number of people."

We review and evaluate, we house-clean, we plan ways of strengthening ourselves and our work. This issue of RECREATION, therefore, has been planned to help you to clarify your thinking and make new plans, and to get on with the business at hand—as have the issues before it. To this purpose will the issues of the coming year be dedicated.

Don't miss the editorial, taken from the stimulating address of Bishop Bayne, in Seattle, on "The Spiritual Aspects of Recreation," or Dr. Anderson's inspirational talk on "Recreation and the Richer Life." Study the New Year's resolutions and other articles.

We suggest, too, that you may want to add the following resolutions to your own personal list.

I Resolve:

1. To extend beyond local boundaries, my service in the field of recreation, by thinking of my program, or administration, in terms of ideas that might be valuable to others, in the pages of RECREATION.

2. To contribute the above ideas and information to RECREATION; and to bear in mind that my cooperation is especially needed to make the following pages helpful, lively and up-to-date: Letters to the Editor, Recreation News, Suggestion Box, On the Campus.

3. To send the magazine any good photographs which seem to me to tell a story, or to be possibilities for a cover picture, and to make a note of the fact that good pictures are especially needed of the following: playgrounds and playground activities, community centers and their activities, winter sports, art projects, crafts projects, dramatic and musical activities.

4. To call the magazine to the attention of anyone, or everyone, who might benefit from it.

The New Year Greets You

The editorial staff of RECREATION extends the season's greetings to all, with the sincere hope that we may work more closely together in the New Year.

Women's and Girls' Program

Unfortunately, although the field of recreation is rapidly achieving the status of a profession, it is not unusual to hear a recreation director ask, "What can we do for girls in the recreation program? I don't know anything about them." Too often his program is offering them only a warmed-over version of activities that please the boys. Are *you* one of these directors? Or are you satisfied that you are presenting a well-rounded, well-balanced program in your community? If you belong in the former category, are you going to take steps to strengthen your leadership this year?

Have you interpreted to local citizens *why* such leadership is advisable, and *why* it would be a good investment? Says Helen Dauncey, the Katherine F. Barker Memorial Secretary who is in charge of work with women and girls for the National Recreation Association, "While all leadership is important, that of working with girls is doubly so—for the things we teach can be so far-reaching. Mothers who have had a happy childhood and have learned the essential ways of creating a good life will want to do the same for their children. Family solidarity and happier homes are, in the last analysis, the job of the women of the world."*

College trained women recreation leaders are available, and you should have no trouble in finding one, providing you have convinced the city council that it must offer a professional salary commensurate with the proposed leader's training, experience and skill. Have you a "selling" job to do?

* From "Program for Girls," by Helen M. Dauncey, RECREATION, January, 1951.

The TIME MACHINE

takes us back to . . .

Voices from 1913

Industrial Recreation

Industrially recreation has high cash value. Frederick W. Taylor in his marvelous work through administrative efficiency demonstrated scientifically that an unskilled laborer could load upon a platform freight car 47 tons of 92-pound pigs of iron easier than he could 12 tons per day if he rested half the time in carrying each pig. If he carried half-pigs (46 pounds) he needed to rest only one-quarter the time. Every size piece of iron has its scientific demand for rest—so industrially, everywhere, in every way, recreation is indispensable for efficiency.

Leadership

Most of all does the playroom need a play leader—preferably a kindergartner—who can sympathize with and understand each play impulse as it blindly gropes its way to conscious and purposeful play. This kindergartner must have freed herself from a slavish devotion to materials. She must see that the real toys and materials are found in the tissue hungers of the child's developing body and mind.

Joy of Play

Swinging and sliding are not alone for physical coordination. There is a spiritual joy in swinging, an exhilaration, a push of imagination which sets free the child's thoughts and feelings.

Quotes on Executives

"There are two kinds of executives," says Dean Briggs, of Radcliffe, "the one who stimulates and the one who accomplishes." He quotes the lady who said of Edward Everett Hale: "I know he doesn't finish much, but he has cut and basted more things than anybody living."

Adults and Recreation

We as people do not play enough. We loaf too much, and work too much, but of real play of the energy-producing kind there is dearth. We get dyspeptic and anemic and nervous from lack of exercise, and despondent from brooding over things that we ought to throw off in recurring periods of joyous play. When we have a holiday many of us find our way to the saloon or some worse place, because we do not know what to do with our leisure.

Voices from 1952

Industrial Recreation

"It was a fine show, and I've seen a lot of them," stated A. F. Logan, vice president—industrial relations of Boeing Airplane Company, after viewing the employee-initiated hobby show in the company's huge sixteen hundred-seat cafeteria. It was witnessed by 27,652 employees, their families and friends during its five-day run. Entries ranged from a forty-eight-foot-wingspread sailplane, that an employee flew as a hobby, to a crocheted table cloth entirely made by an employee while riding to and from work on a bus.

Leadership

If a child has not been given the opportunity to experiment with some new things in crafts, drama, music, storytelling, being in a tournament, serving on a committee, helping to plan events and feeling responsibility for the success of his playground—then the summer program has failed him. If leaders have not learned to know which children need help in making an individual, as well as a group success—they have failed in their most important responsibility.

Joy of Play

Although play activities must never be regimented, they should be guided, so that each child is helped to develop physically, to change social attitudes, and to grow in emotional control.

Quotes on Executives

I don't think any of our leaders in the field should be representing our great movement who have not read L. P. Jacks or Joseph Lee, and many others. No other leading profession would place their stamp of approval on such ignorance of their background. I'll grant you, we are a leadership of doers, but we must have some dreamers and thinkers to give reason for our many activities.

Adults and Recreation

The salt has lost its savor if what we do in the name of recreation is any criterion. We are a nation of spectators, not participants. We don't play; we sit and watch while others play. We are squatters, not players. Why don't we stand on our own feet and cast about for something better—something that we can make with our own hands, out of the design of our own hearts and minds? *(Any comments on these?—Ed.)*

THE PLACE OF ORGANIZED CAMPING

THE ORGANIZED camping movement in America and the state park movement have grown up together. They started at nearly the same time and, in part at least, for the same reasons. They have increasingly tried to serve some of the same needs of people—the need to get away from the city, to re-establish a connection with nature, and to find the healing that comes from association with natural beauty. In recent years state parks have been called upon to play a large part in the camping movement through providing facilities and services of various kinds to camping organizations; and there are reasons for believing that in the years to come the state parks will be called upon to play an even larger role.

Today fewer than 10 per cent of the children of camp age in America have a camp experience, yet it is expected that eventually a majority of the children may be given such an experience. There will accordingly be a great expansion in the camping programs of existing youth agencies, private camps, church camps, and other groups now carrying the major responsibility for camping. Camping has come to be regarded as an important educational experience for children, and the recent growth of interest in school camping gives promise that some day this may become a major aspect of camping in America.

Today more than 60 per cent of the American population live in cities of 2,500 population or over. Fewer and fewer people are needed on our farms while more and more are used in industry. It has accordingly become more difficult for many of our people to attain access to the out-of-doors. The organized camp has stepped in to help fill the need for outdoor experiences in the lives of children.

The organized camping movement had its beginnings in the 1860's—at about the same time the first state park was set aside. The Gunnery School at Washington, Connecticut, in 1861 started what is generally considered to be the first organized camp, with a pattern similar to that of the organized camp as we know it today. However, camping in its elemental sense is as old as the human race. To the American pioneer and the American Indian it was a way of life. The ability to care for oneself in the woods, to use an ax, to hunt and fish, to cook a meal outdoors, and to prepare a shelter was the mark of the self-sufficient man.

VALUES OF A CAMP. The good camp makes important contributions to the life of the camper. Because children in camp life in small groups with a counselor, whom they generally love and respect, participate in a program of activities related to the out-of-doors, and consider their activities as fun and adventure, the camp is an almost ideal educational experience. Many of the values of a good camp relate very closely to those in which state parks are interested.

The development of an appreciation of the out-of-doors and the learning of skills in outdoor living are among the primary purposes of camps. These involve developing a friendly familiarity with the world of nature; an increased understanding of the heritage that has come to us from pioneer, explorer, and Indian; a knowledge of man's dependence upon natural resources and the need for their conservation; the wise and proper use of outdoor areas; and skill in caring for oneself in the out-of-doors.

Another purpose of camping has to do with education for safe and healthful living. The good camp is concerned not only with making the camp itself safe and healthful but also with developing habits and providing knowledge that contribute to physical and mental well-being. Since camps provide opportunities for caring for cabins and camp grounds, for planning and preparing meals, for setting up balanced living schedules, and for practicing good personal health habits, they make a contribution to health.

The opportunities camps afford for group living can contribute to the development of democratic attitudes. A child learns democratic action only by practicing it; and the

REYNOLD CARLSON *is associate professor of recreation at Indiana University and is well known in the camping field.*

IN STATE PARKS

Reynold E. Carlson

The elementary boys and girls, at the Connersville school camp in Versailles Park, are shown enjoying a nature walk with one of the park leaders. Nature trails are numerous.

good camp makes such practice possible. Living in small groups gives the opportunity.

The good camp also provides many opportunities for personal growth, encouraging the camper to develop self-restraint, initiative, leadership, and intelligent discipleship. It gives the camper the chance to learn new skills and develop new interests, particularly those arising out of the outdoor situation.

The camp program is based on the natural desire of children for fun and adventure. Camp should be a happy experience. It is because camp life makes such a strong appeal to children that its opportunities to make constructive contributions to personal development are great.

The camp also has a responsibility in the field of spiritual growth. Opportunities to develop a sense of appreciation for the bigness, beauty, order, and complexity of the world of nature abound on every hand. The close relationship of the camp counselor to the camper makes possible also the development of a respect for personality and the finer aspects of human relationships.

TYPES OF STATE PARK AID TO CAMPS. It will be observed from the above statement of values how consistent many of them are with the purposes of state parks, and how much in common there is to be found in the ideals of the two movements.

State parks have made their most important contributions to camping by providing areas and facilities for camp groups, which might not otherwise be able to afford them, and by giving assistance to camp programs, particularly in the field of the better understanding of the outdoor environment.

Probably the first extensive development of group camping on state park property was that of the Palisades Interstate Park of New York and New Jersey. In 1901 acquisition of lands began, and group camping was "permitted." Probably non-permanent tent camps were used close to the Hudson River. By 1913, more permanent types of camp developments were under way, especially on the part of the Boy Scouts at Highland Lake and Lake Stahahe. By 1915 it was estimated that 5,000 campers used the parks, and a building program was well under way.

In 1917 a separate camping department was established and construction was standardized in units of suitable size. Rentals were set to assist desirable organizations in locating in the park and to provide for making the service self-sustaining.

As reported in 1947, there were seventy-three camps in the park with a total attendance of 57,811 campers, most of whom came from New York City and represented a wide variety of organizations—youth agencies, settlement houses, church groups, handicapped children's groups, and so on. The above figures do not include the tremendous numbers of hiking and outing groups that used the park.

Another development in the Palisades was the service in nature education offered to camp groups. In 1927, through a grant of the Laura Spelman Rockefeller Memorial Fund, a trailside museum, a craft shop, and nature trails were developed in cooperation with the American Museum of Natural History. The services of the central trailside museum were extended to the camps in the form of small trailside museums, and nature trails were established.

Organized camping in other state parks did not develop on any extensive basis until the 1920's and the 1930's. Camping organizations used the parks first for overnight and other short-term camps and then began to develop more permanent facilities. During the depression the developments were accelerated by the use of emergency funds and labor. By the end of 1950 there were 296 organized camping facilities reported in state parks, with a total capacity of 32,456 campers. These camps are generally rented to youth organizations, church groups, schools and recreation departments which come in with their own staffs and operate the camps. Moderate rental fees make these camps

the most economical approach to camping possible for small organizations which camp for only a few weeks each year. During the year of 1950 there were 1,479,889 camper days of organized camping reported in the state parks of the United States.

Several state park systems have on their staffs camp specialists whose responsibilities include developing camps, granting permits, determining standards for park use, and maintaining cooperative relationships with other state agencies interested in camping. These camp specialists have assisted in the training of camp staffs and have worked closely with other groups to improve camping practices.

A third service to camping by state parks has been in the educational field. Park naturalists and other park personnel have assisted camps in the parks, particularly in the fields of nature and outdoor living skills.

AREAS AND FACILITIES. Many types of camp facilities are to be found in state parks at the present time. One park superintendent made the comment, "Our facilities are a lesson in what not to do when the camp facilities are rebuilt."

It has become an axiom in camping that the program should determine the facilities rather than that the facilities should determine the program. Trends in camping should therefore be studied carefully before new facilities are constructed.

The trend toward decentralized camping, with smaller living units, is extremely important. The greatest values in camp seem to come from the close relationships of small groups rather than from mass programs. Therefore, facilities should be so planned as to make possible the small-group living situation. Many camp people feel that any large camp should be broken down into groups of not more than thirty-two campers, while others advocate the small camp idea, with only eight or ten in a living group. Some of the national agencies are advocating "troop camping," which involves small groups going out by themselves.

A second trend is in the direction of what is often referred to as "real camping," in which some responsibility for food, shelter, and personal care falls upon the camper himself and in which the program is centered mainly around the out-of-doors and outdoor living skills. This generally calls for very simple facilities.

The health and safety of campers makes imperative a safe water supply, adequate sanitary provisions, elimination of natural hazards, and the like. Awareness of these needs is a growing concern.

One of the most significant advances in the facility field was the development by the National Park Service during depression days of the group camps in the Recreation Demonstration Areas. When the National Park Service was designated to develop areas for park and recreation purposes, near large centers of population, it brought together many of the outstanding camp leaders of the country to discuss the kind of facilities that should go into those areas. It was understood that the camp facilities were primarily to serve non-profit organizations which were trying to provide camping at a minimum of cost. Thirty-seven Recreation Demonstration Areas were developed during the 1930's, thirty-four of which contained group camps. Although they differed from one another, there was a common pattern which has proven in subsequent use to be fundamentally sound. The cost of duplicating these facilities today, however, probably precludes any current, similar wide-spread development.

The following is the general pattern for these camps. Living quarters were divided into four or five units, generally placed far enough apart so that they could function independently. Each unit accommodated twenty to twenty-four campers and four to six counselors. Generally, individual cabins were set up to accommodate four campers each. Counselors lived in separate quarters. Each unit also had its own wash house and usually a lodge with space

The trend, which is referred to as "real camping," is that in which some of the responsibility falls upon the camper.

for fireplace cooking under a porch-like shelter. The facilities generally included to serve the total camp were: administration building; dining lodge; staff quarters; help's quarters; garage; infirmary; central washhouse and laundry, including showers; nature and craft shop; swimming facilities, either a lake or pool; and a council ring.

The Recreation Demonstration Areas have now, with one exception, been turned over to the states and are for the most part administered by the state park systems. The publication, *Organized Camp Facilities* (reproduced from *Park and Recreation Structures*), which is available from the National Park Service, Department of the Interior, Washington, D. C., is largely a description of the Recreation Demonstration Areas and is one of the best sources on camp facilities.

In planning facilities to meet the needs of camp groups several types of needs should be kept in mind.

1. *Provision for organized camp groups of ninety to a hundred campers.* The youth organizations that use such camps usually need facilities only during the summer months and on occasional week-ends in the spring and fall. Considering the growing school camp movement and the resulting demand for camp facilities during the school year, it is wise to winterize a large number of youth camps. Except for use during the coldest season of the year, double-

wall construction of living quarters and simple wood-stove heating are perfectly satisfactory. For winter living it is more economical to provide large living quarters to accommodate six, eight, or ten campers instead of only four. Cabins with wings or separate rooms are more desirable than large dormitory-style buildings. Essential facilities include sleeping quarters, dining hall, infirmary, washhouse, laundry, lodge, and activity building (the last two may be combined into one). Administration and staff headquarters are also desirable.

2. *Provision for small groups of thirty or forty campers on a short-term summer basis.* Tents may be used instead of cabins. Much of the cooking may be done by the campers either in small buildings which combine dining halls and lodges or out-of-doors in small sheltered kitchens. A washhouse with showers is essential, and pit latrines may be provided near the living units. Use of such facilities is intended largely for short terms, generally one or two weeks, by each group.

3. *Primitive type of camp.* The only permanent facilities in this type of camp may be a washhouse and toilets. The campers, in small groups of twelve to twenty-four, bring in their own camp equipment and do their own cooking.

4. *Provision for day camping.* Day camping requires very simple facilities. Shelter from rain, safe water, toilets, and cooking facilities are all that are essential. If the day camp groups can be divided into groups of eight to sixteen, which have their own camp area, basic requirements are met. The most desirable physical asset of the day camp is an area rich in outdoor program possibilities.

CAMP STANDARDS. Several types of efforts to improve camp practices, both in program and in health and safety, are now under way. First, states have established regulations, particularly in the field of health and safety, with state boards of health and state welfare departments having assumed the major responsibility.

Second, camp operators have developed standards. Each of the major national youth agencies has set up standards for its own camps which have raised the level of program, leadership, and health and safety practices. The American Camping Association at its 1948 national convention adopted a set of minimum standards and asked for voluntary compliance on the part of its members. The standards of the American Camping Association are concerned with the following aspects of camping: program; personnel; camp sites, facilities and equipment; administration; health; sanitation; and safety. Although, up to the present, no method of compulsory compliance with standards has been developed, the emphasis on improving practices has raised the level of camping. Copies of these standards may be secured from the American Camping Association, 343 South Dearborn Street, Chicago, Illinois.

A third means of improving camp practices has been through education. Leadership training courses in colleges and universities, short-term institutes, pre-camp training, and various types of camping meetings and conferences have all contributed to this end.

The state parks have had an important place in improving

This is a scene of the dining hall at Versailles State Park in Indiana. Many types of camp facilities are to be found in nearly all of the state parks at the present time.

practices. They have insisted on certain minimum standards of administration, safety, and leadership on the part of organizations using their facilities. They have also helped through the participation of their personnel in leadership training programs and in workshops and conferences.

GROWING FIELDS OF CAMPING. One of the rapidly expanding fields in America today is that of outdoor education and school camping. These include several types of outdoor experiences; but those with which state parks are chiefly concerned are field trips, day camping, and resident camping. In Michigan, which has probably developed school camping further than any other state, the State Board of Education has worked closely with the Department of Parks in the development of the program, and park facilities have been used by many school projects. Florida, too, is developing extensive park use on the part of the schools. In other states, such as Indiana and New York, state park facilities have been used to a limited extent by the schools.

Municipal recreation departments are also making use of state parks for day camp purposes. If state parks are located fairly near large centers of population, they are well adapted to use as day camps, with campers being brought to the parks for the day and taken home to spend the night. Day camping in America has been growing rapidly; and schools, youth agencies, and municipal recreation departments are all concerned with finding proper areas for day camp programs.

SPECIAL PROBLEMS OF CAMPING IN STATE PARKS. The desire of camping organizations, schools, and parents for expanded camp facilities and services in state parks opens an opportunity for service but also presents a number of problems. There are differences of opinion regarding these problems; and what follows is the personal point of view of the author after talking with many state park leaders.

1. How far should state parks go in expanding camp facilities and services? It is doubtful if organized camps should be established at all in small parks. In large parks it is desirable that camp facilities be established away from the centers of other activities. In some cases, youth organi-

zations may be encouraged to secure property adjacent to state parks for their camps, so that they use the park for certain activities.

2. A state park system needs on its staff someone well acquainted with camping who can assume responsibility for camp developments and who can allocate their use. Such a person should work closely with groups in the state interested in improving the quality of camping.

3. State park personnel can assist in leadership training for camping. Education, in how to understand, enjoy, and properly use the camp environment, might well be the major

contribution of state park naturalists and other staff members to the camp program.

4. One of the problems relative to camp facilities is that of their proper allocation. Minnesota has worked out a priority list for the granting of use of its camp facilities. Highest priority is given to those groups serving physically or financially handicapped children. Organizations financially able to do so should be encouraged to develop their own facilities, leaving the park facilities to groups financially unable to develop their own. Priority should also be given to groups with sound programs which will make the best educational and recreational use of the facilities.

5. Should state park camp facilities be completely maintained and developed from fees charged? This question is debatable. A fee should be charged to care for the basic maintenance costs, but organizations needing the facilities most would be handicapped if the fee were high.

6. One of the trends in camping is in the direction of more "real camping." Several states have been experimenting with the setting aside of special restricted areas in which organized camp groups under leadership may carry on limited programs using natural materials.

In conclusion it should be said that the demand for camp facilities and services in state parks is at present much greater than the ability of parks to meet the demand. The camping movement is growing rapidly, and there is every reason to believe that it will continue to do so. The increase in camping by public agencies has a relationship to state parks.

State parks have an important contribution to make in helping to raise the standard of camping practice, in teaching proper use of outdoor areas, in developing an understanding and appreciation of the world of nature, and in providing areas and facilities to groups which might not otherwise be able to camp. These are kinds of services to which, in my opinion, state parks are dedicated.

Adrian R. Massie Elected

Board Chairman New York Trust Company

Adrian M. Massie, who has been serving with distinction as treasurer and member of the Finance Committee of the National Recreation Association for six years, and whose active interest and participation in the association's work goes back much further, has been elected board chairman and chief executive officer of the New York Trust Company, New York City.

It is appropriate that Mr. Massie should be heading one of the most important banks in the Metropolis, for the first love of his whole business career has been banking. A graduate of Yale University, class of 1919, he served for two years in the firm of Davies, Thomas and Company, then ten years with the Bank of America and two years with the City Bank Farmers Trust Company, as an assistant vice-president. His next step, in 1934, took him to the New York Trust Company where he served as the vice-president in charge of investments. In 1945 he was elected a director of the bank and, in 1949, executive vice-president, which position he held until his present promotion.

Mr. Massie has always been interested in education. He serves on the Board of Trustees at Columbia University, and on the Board of Overseers at Sweet Briar College, and for nine years was a member of the faculty of the Graduate School of Banking at Rutgers University.

Another major interest of Mr. Massie is insurance. He is a director in the Bankers and Shippers Insurance Company, Commonwealth Insurance Company, Homeland Insurance Company, Jersey Insurance Company, Mercantile Insurance Company and Pacific Fire Insurance Company. He is also a member of the United States Board of the North British and Mercantile Insurance Company. His industrial directorships include Webb and Knapp, Incorporated, and the Rotary Electrical Steel Company.

A resident of Rye, New York, Mr. Massie serves the neighboring community of Portchester as vice-president and chairman of the Endowment Fund Committee of the United Hospital of Portchester.

The friends and admirers of Adrian M. Massie—a world-wide circle of them—including many who are familiar with his outstanding services to the National Recreation Association, are gratified over the New York Trust Company's splendid and well deserved recognition of Mr. Massie's leadership in the field of banking and finance.

Stephen Baker

The ski tow in operation at Old Silver Mine, in Harrison State Park, is but a few miles outside of the city and is easily accessible.

SKIING
Around New York

THE NOTION that New Yorkers, to a man, spend their winter week ends walking in Times Square, standing at cocktail parties, or sitting in night clubs, is false. Just scratch one of them and more than likely you'll find a country boy, or girl, whose heart is in the highlands—especially when the snow is right.

If this weren't true, would the New York newspapers print reports on snow conditions from November through March? Would one of the city's biggest department stores. Macy's, hire a lot of personable clerks to stand beneath a brilliantly-lit ski map and answer questions on where the skiing is best? Would Grand Central Station bend over backwards to provide information twenty-four hours a day during the season?

New Yorkers are skiers, all right. Of the four hundred or so registered ski clubs in the United States, forty-five have their headquarters right in Manhattan. And the retail business in skis, waxes and the proper clothes is enormous.

There is the celebrated case of the big blizzard of December, 1947, when the snow fell two and a half feet deep in the city streets and brought commerce practically to a halt. The event precipitated a civic holiday, part of which was a rash of skiing parties. People by the hundreds went skiing up Fifth Avenue and Broadway, thumbing their noses at the stalled buses and cars. Nobody had suspected before that there were so many pairs of skis stowed in apartment closets.

New Yorkers don't wait for the once-in-a-blue-moon blizzard to do in-city skiing during the middle of the week, however. There is a bit of a knoll in Central Park that lends itself to practice of snowplows and stem turns when a few inches of snow are on it. A hill of that size wouldn't look like more than an ant hill in the country, but in the center of Manhattan, to the hordes of ski-hungry urbanites, it looks like a minor Alp, and after a light snowfall some of the people who work in the vicinity bring their skis to work and practice during lunch hour. And Van Courtlandt Park, at the north end of the city, is practically Manhattan's Sun Valley for those who can't leave town.

On the week end, of course, the Manhattan skiers really get down to business. You see them trying to maneuver their hickories in the subway at rush hour in order to get to Grand Central for the trains going north. Even in the weird hours of Saturday morning—at two, let us say—they will be at the terminal in their ski pants, sweaters and clumsy boots waiting to rattle off to upper New York or the New England states. And plenty of the north-bound automobiles on Fridays and Saturdays have several pairs of skis on the racks on top.

Skiers in the New York region probably have more choice of places to go than their co-enthusiasts anywhere else in the country. There are fifty skiing developments within a radius of 150 miles. New England has 275 tows and in northern New England there are 1500 miles of specially constructed ski trails.

These trails don't offer the kind of skiing you get in the Rockies, the long downhill runs on the open slopes. They demand a different sort of technique, conditioned by the narrow paths between trees and demanding sharp turns and fancy corkscrew twists. But on the other hand, there are certain comforts more easily come by in the East, such as more fast lifts, J-bars, T-bars, a skimobile and aerial tramways.

There is also a wealth of fun at almost every turn—plenty of places along the trail to get something hot to drink, square dances, sleigh rides and all manner of lodges where people can dry their mittens and socks and just sit around.

Naturally, there are many New Yorkers who think the weekend trek up-country is a bore, or foolishness, or both. But the skiers aren't on the defensive. They get back on Monday morning feeling like a million bucks and wait for Friday again. And every Friday there are more of them.

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RECREATION and the Richer Life

From a Talk by Dr. Henrietta A. R. Anderson at the 34th National Recreation Congress

One can hardly pick up the paper today without being very distressed at some of the reading. Here I have a cutting from one of our own papers with a large type heading, "American Democracy Held to be in a State of Rot." Now that might be jaundiced thinking, but after all it wasn't made by any Tom, Dick or Harry. It was made by a gentleman named Dr. Richard Postom, Community Consultant, Bureau of Community Development, University of Washington, in an address to a group of welfare workers. Much that he says will bear thinking upon. He said, "The decline of local community vitality is sapping the life strength from our democratic heritage." And again, "Private business is beginning to realize that a hundred million dollars in advertising the free enterprise system is not worth a thin dime itself." Thirdly, "All professions which deal with social and community problems must recognize that problems are not something separate from the community —but part of it."

Another article from the Tacoma *News Tribune* is headed the "Age of Squat and Look." It says, "Trade your piano as a down payment on a television set. Try to tell a boy and girl about the delights of a taffy pull and you'll be looked at as though you were slightly queer. Go on to tell him what fun you had on long walks through the countryside, and he'll know you are nuts."

I am a little bit afraid that all of this is not wrong, and while we like to speak rather scathingly of some of the old days with those old, now out-moded, virtues; perhaps all isn't just as well with the world today as it might be.

I think I would put it this way. Even if these things are not true, perhaps the worst feature that has crept through our North American civilization today is a toleration of evil. We don't shudder at evil as we did many years ago. We are apt to be a little too tolerant. You see we are living in what one might call a "so-what" age. "All right, they did this or they did that; so what?" But it can be a very dangerous policy. Another educationist speaking to me of punctuality said, "He was late two or three times this month; all right, so what! You know, Dr. Anderson, you and I made a fetish of punctuality." I am jolly glad that I grew up in an age where we did. I still think it is a mighty important thing.

I think maybe, when we threw overboard some of these things, we were a little too hasty. You know the answer is always somewhere in the middle. We speak of the "good old days, when—

"There was no income tax, no cigarette tax, no road tax, no sales tax, no luxury tax, no—tax.

"There was no old age pension, no health services, no social welfare; only the poorhouse.

"Girls of fourteen were strangers to lipstick and were girls of fourteen.

"Crippled children remained crippled, the blind knew not Braille, and orphans were strays of the storm."

So you see there are always the two sides, and the answer is always somewhere in the middle.

But this toleration of evil is something we might think a bit about. One man puts it this way. He said one of the saddest features of modern operating is the lack of the woodshed and the absence of the hairbrush. There is something in that. We are at this crossroad.

We are also suffering to some extent from the welfare state. Now, don't misunderstand me. Much in the welfare state is good, but it also goes too far. . . .

Quoting another authority who must speak with some conviction, Field Marshall Sir William Slim, Chief of Britain's Imperial General Staff, said today, "The modern welfare state may have lots of advantages, but it's not good for soldiers. The modern youth has not been taught to look

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Dr. Anderson, *a teacher for many years, was an organizing director of Greater Victoria (B.C.) Recreation Council.*

after himself—he never looks more than one hundred feet across a city street or from the back seat of the cinema. Therefore, he has to be taught when he comes into the army to be a practical unit in himself, observant, able to look after himself, and confident of his weapons."

Now, what has this to do with recreation and the richer or fuller life? Simply this: As long as we have these weaknesses, we aren't living a really rich, full life. Unless we are developing all facets of our personality, and are assuming some degree of responsibility, we are definitely not living the richer, fuller life. In the field of recreation, to that end, I would like to make one or two specific pleas. Reverting to the press again, here we have Dr. A. S. Lamb, an eminent gentleman associated with the Health League of Canada, a Director of the Department of Physical Education and Athletics at McGill University, Montreal, and conceivably a person to whom it might be all right to listen. He says, "Intensive competition, the desire to win and gate receipts are masking our vision as to the more important functions which sprout, and which recreation should serve. It is our responsibility to see that the many thousands of boys and girls who want to play for the love of it, have the opportunity to do so. It is our obligation to see that participation receives its proper emphasis, rather than passive observation or spectatoritis. That would be sanity in sport. The values of sport are no longer values unless they live with us in all our relationships. The rules of the game are the rules of life."

I think that these things should make us stop and wonder if we are handling this sports angle from a sane and sound background. Are we placing proper emphasis? Are we paying enough attention to hobbies? A gentleman well known in Canada and not unknown in this country, J. B. Priestly, said over the radio the other day that you can take any little English village and you will find more hobbies in it than you will in the whole North American Continent. That is very apt to be true. He said, "You know that Napoleon said that we were a nation of shopkeepers, we British, but we are not. We are a nation of hobbyists, a nation of dog-fanciers, and bird catchers, and so on. . . ." I have a hunch, to use the slang expression, that is what took the British through the blitz; their ability to enjoy those simple things of life. The battles of Britain may have been won on the playing fields of Eaton, but I am dead sure the blitz wasn't won there.

Another terribly important thing that we have to bring back is this business of the sense of responsibility. You know we are living in an age of handouts. It's appalling what is handed out to youngsters today. If they are not able to stand on their own feet, that is the reason. That is the reason for much of the vandalism in our parks. People don't destroy what they build with their own hands or pay for out of their own pockets. We have to get back to the state where people did and made things for themselves, appreciated them and took care of them.

We have a long way to go yet in the matter of community spirit. Community centers are doing a wonderful job, but we haven't yet gotten to the bottom of the resources of the community. The community is full of agencies that we haven't even used. The music teachers, the churches, the service clubs we do use, but there are all sorts of groups that we just haven't begun to use at all.

Then, something sooner or later must be done about discipline. How are people going to grow up to discipline themselves if they are not disciplined in youth?

I read somewhere recently that youth today is given over to the three R's. They used to be reading, writing and 'rithmetic. They say they are now rhythm, recreation and refreshments. They are three good things; but I would like to replace them with recreation, responsibility and revival; a revival of all that is worthwhile in life, a continual pointing of the young to those things.

What has all this to do with you individually as a recreation director? Where do you fit in, in the richer, fuller life? Obviously, if you aren't yourself enjoying a richer, fuller life, you can't pass it on to the children, can you? There are too few people today enjoying life. At supper tonight, I said to somebody, "I wish there weren't so many people in the world today who obviously hate their jobs." That is pitiful.

I think that you must love people; you must really love people—just like to work with them, put up with all their little idiosyncrasies, look and see the best in them—of all ages.

You must make a sensible budgeting of your time. It isn't at all to your credit to stand up and announce that you are hurried from morning to night; that you have no leisure; that you don't even see your family. Now, that isn't creditable. It is just bad budgeting. You won't stand up, and you won't be able to stand here when you are as old as I am and boast about your health, because you probably won't be here. Do budget your time sensibly so that you relieve the wear and tear, and don't expend yourself ruthlessly and needlessly because you only are lessening your value. You must somehow, if you haven't already, work round to a solid, philosophical base.

We have almost conquered matter. We have conquered everything but ourselves. That is the one thing needful. We still have that to do. It is a life job, it is part of our education.

I am going to close with lines from a poem by Mr. Louis Untermeyer, which have always seemed to me to be a description of the kind of person that a teacher or a recreation worker should be:

> Ever insurgent let me be;
> Make me more daring than devout;
> From sleek contentment keep me free,
> And fill me with a buoyant doubt.
>
> Open my eyes to visions girt
> With beauty, and with wonder lit—
> But let me always see the dirt,
> And all that spawn and die in it.
>
> Open my ears to music; let
> Me thrill with spring's first flutes and drums—
> But never let me dare forget
> The bitter ballads of the slums.
>
> From compromise and things half-done,
> Keep me, with stern and stubborn pride;
> And when, at last, the fight is won,
> God, keep me still unsatisfied.

The personnel, of the Quartermaster's Remount Station, put on special shows for our children free of charge.

Doris Worrell Barth

Wider Horizons

SPRAWLING OVER an eighty-mile diameter, bounded on the north by mountains, on the south and west by ocean, and east by towns which in turn reach past Orange groves to the desert, Los Angeles presents problems of, and possibilities for, recreation not found in more compact areas. In line with the growing tendency to use school buildings and facilities for recreational purposes outside of school hours, the idea developed in this community that school buses also should not stand idle all summer but should be used for the expansion of recreation horizons.

Their use for recreation purposes was therefore inaugurated as part of the Youth Services program of the Los Angeles City Board of Education during the summer of 1947. A ruling was secured from the county counsel to the effect that, legally, buses could be used for recreation programs sponsored by the Los Angeles City School District. A budget for this purpose was approved by the board of education and four buses were assigned for the summer months on an experimental basis. Each bus was to be in charge of an excursion director assisted by adult volunteers —one for every ten children who went on the trip.

Trips were scheduled to the beaches and mountains. At the Los Angeles City Municipal Recreation Department Cabrillo Beach, there is safe swimming inside the breakwater under lifeguard supervision, and the Marine Museum offers an opportunity for the study of marine life. Crab hunting and fishing, as well as looking for shells, can add to the day's fun. Hardly a trip passed that a star fish or other fish did not go with a child on the homeward journey. On every trip there was at least one child and often more who had never seen the ocean although it is only twenty-five miles from the Los Angeles City Hall. One little girl repeatedly went to the director with the words, "Is this really and truly the Pacific Ocean?" As other beach areas were developed by Los Angeles City and Los Angeles County Park and Recreation Departments, Zuma Beach on Pacific Coast Highway and Alondra Park were added to the itinerary.

Mountain destinations, on the other hand, offered a variety of scenery from a mountain brook to pine trees which grow above the 6,000 foot level. Here again it was the first experience for many children and it was interesting to watch their problem of adjustment—their anxieties to not get too far from the buses, their one familiar contact with city life as they knew it. Their lack of understanding and appreciation of their surroundings, owing to the strangeness of the situation, was evident on first trips. However, a definite carry-over was noted in that it was found children persuaded their parents to visit these same recreational areas. Since the Los Angeles City School District is spread out over some 750 square miles from

AUTHOR *is supervisor of Youth Services, Division of Elementary Education of Los Angeles City Board of Education.*

ocean to foothills, a definite effort was made to take the children from the beach area to the mountains and the foothill children to the beach.

One purpose of the trips is to acquaint children with government parks and facilities which are available free to the public. Emphasis is placed on the proper use and care of these facilities. For example: "We do not cut corners on trails or roll rocks down mountains" or "We leave picnic areas clean—no loose papers."

A teacher-consultant in science and nature study prepared an altitude guide of flora, complete with leaf specimens which could be found at different altitudes along the bus route, as well as of geological information. This material was placed in the hands of the excursion directors as interpretive aids to "what we see."

Snow trips were particularly popular with our southland children, since many Californians (even adults) have never been in snow or experienced a snow storm. As one little boy in his "thank you" letter expressed it, "We had snow fights, we slid down the hill, we had fun and I wasn't ascaird a bit on the bus." His reference to not being "ascaird" on the bus is understandable when one thinks how overwhelming the first experience of looking over the edge of a winding mountain road down into canyons several thousand feet deep can be to one who is accustomed to flat areas. The vastness of one range peering above the next, as far as the eye can see, is in itself an awesome sight.

During the early years of recreational trips, other groups were the recipients of the gracious hospitality of the Quartermaster's Remount Station at the Kellogg Horse Farm in Pomona. Laying aside their daily duties, the personnel in charge waived the usual admission charge and put on special shows for our children. One of these was given in the driving rain. After months of drought, the heavens suddenly opened, letting forth a deluge reminiscent of the days of Noah's Ark. So while the children sat snugly in covered grandstands, the Shetland ponies skidded the chariot wheels through flying mud, amid excited cheers, and Arabian horses performed their acts. "We couldn't disappoint all those children," said the major as he left the field to change his muddy, soaked uniform.

There is a "Days of 49'ers" ghost town replica built on the premises of the famous Knott's Berry Farm. This too has been visited, and the "Sheriff" had his liveliest day since the town was built keeping the over-curious from over-exploring interiors of wagons and other intriguing attractions.

The Youth Services Section scheduled trips by school bus to the Griffith Park Zoo and Planitarium, to concerts, swimming and skating parties, and inter-school play days, as part of the recreation program.

These trips have become so popular that the Los Angeles City Recreation Department now leases school buses for similar trips for the children attending the municipal playgrounds. The use of school buses for recreational purposes also has made possible the splendid day camping program offered by the elementary division of Youth Services. One hundred fifty-eight children a day from various sections of greater Los Angeles are taken from school playgrounds to Griffith Park where the day camp program is held.

The safety factor of transportation of children is of great concern to the Los Angeles Board of Education and its employees. Los Angeles school buses have had an enviable record of accident-free trips. They have transported nearly 100,000 children since 1947, in Youth Services sponsored programs, without a single injury enroute. This factor alone gives parents a sense of security in permitting their children to participate in school conducted activities. This fine transportation record, coupled with excellent, alert supervision and a challenging program, spells success for this portion of the Youth Services program.

School buses should not be idle during the summer. Their use for recreation purposes began in 1947 as part of the Youth Services program of Los Angeles City School District.

We planned sea coast destinations for those children who had never seen the ocean and who could not believe that this was the Pacific, although it is so close to their homes.

New Year's Resolutions of the

RECREATION EXECUTIVE

I am a recreation executive. That's what I am called. And I have nobody but myself to blame for it. I wanted to be a locomotive engineer or a cowboy but I turned off the track somewhere, and here I am. So I hereby resolve to make the best of it and have some fun.

Executive; execution; to execute. . . . I will not hang the public, behead my board, electrocute the ideas of my staff or kill the program through neglect. I will choose another definition: to perform, to fulfill, to complete. I will try also to learn the meaning of recreation and figure out how these things should be blended. This will be my project for 1953.

Prior to becoming a recreation executive I was a human being. I had a family, interests of my own, time to myself, privacy, and other good things long since forgotten. I resolve that I will try to get some of them back. In my spare moments I will practice saying the word "no," gently, firmly, convincingly. I will taste some of the medicine I have been dispensing so liberally and see how it affects me. I shall try to become more a part of my family, and not be pulled away from home and children.

I resolve to pretend, once in awhile, that I am a stranger in my town and take a fresh look at its people, its politics and its prejudices. In those moments I will forget what can't be done and why and remember the promise it once held before I accepted the local facts of life.

If *Disgruntled Taxpayer, Irate Mother, or Disappointed* should turn their attentions elsewhere, I will still remember that the community is made up of individuals and that my job is to cultivate and protect their individuality during their leisure. This goes double for boys and girls out at the military camp, and realizing that their transplanted roots cannot go down very deep in that soil, I will help our community provide the rich warmth for which they hunger.

I resolve not to trod the straight and narrow pathway of self-interest and single-mindedness. Instead I will explore the broad highway of community cooperation. I will seek out comrades in other agencies like my own and will widen my circle to include the workers for housing, education and social welfare.

I intend to repaint the welcome sign and cordially invite my staff and those with whom I work to come into my confidence. I shall seek to return their calls. Together we will share the pleasure of deciding where we are going, after we have reflected on where we have been. Evaluation will be a part of our regular order of business. Change will be recognized as one of the constants.

I re-resolve to tighten up the loose nuts and bolts in my own machinery. I will delegate responsibility, and not as an Indian giver. I will tackle the hard unpleasant tasks first. I will graft the thick skin around the tender heart. I will look up synonyms for those worn-out words in my vocabulary. I will glance in the mirror to see if my mission is showing too much.

Although I often may be caught performing the work of a clerk, coach, plumber, maintenance man, practical nurse, solicitor, reporter or bouncer, I know that my job is a profession and I resolve to be more professional. Aware that the world-wide recreation movement is made up of many parts, of which my program is one, I will make it contribute to the strength of the whole. Therefore, I will dig those questionnaires out of the wastebasket and answer them conscientiously. I will get going on those committee assignments. I will renew my memberships in my professional and service organizations. I will participate in the conferences and workshops and encourage my staff and associates to do likewise. I will look out for young recruits and encourage them to take the path I took. Maybe it wasn't a wrong turn after all. It certainly has been fun. *I resolve to keep it that way.*

New Year's Resolutions of the

RECREATION PROGRAM LEADER

I am a recreation program leader, or at least I think I am a leader, and I hope the programs are recreation. Maybe with the New Year staring me in the face I had better take a good close look. What kind of leader am I anyway?

I know that there are leaders and teachers who are remembered for years—favorably. I can even remember some who treated me with courtesy and good humor and patience and understanding. Am I one of these? *I hereby resolve* . . . . . .

I am a human being, and other people are also human beings. Do I act like one and do I treat others as if they were? Am I aware of children or members of my groups—whatever age—as individuals? Do I know their interests, their likes and dislikes, their wants and needs? Am I helping them *live their* lives—and am I *living my* life? *I hereby resolve* . . . . . .

Have I become mechanical, perhaps even slipshod and thoughtless, following blindly the lines of least resistance? Or do I still carefully plan programs which stand out, good times that are so attractive that no one can resist them, happy occasions which help establish new and exciting interests which carry over into the precious lives of those who follow where I lead? *I hereby resolve* . . . . . .

Do I share my program planning, remembering that the more a program calls upon its participants for ideas, planning and leadership, the more effective it becomes?

Do I work with *children* in a group rather than with a *group* of children? There is a difference. I shall open my eyes and ears and heart, so that I'll never neglect the shy, the rejected, the unruly. *I hereby resolve* . . . . . .

Do I keep lots of good new activity ideas and information at my fingertips and strive constantly to brush-up my own leadership techniques? Whenever possible, I shall take advantage of any training opportunities that come my way and achieve real growth in my job. I'll stop making the excuse that I don't have time to read. Good leadership standards will be as familiar to me as my own right hand, and will be used as much. *I hereby resolve* . . . . . .

Do I keep constantly in mind that, as long as I am a recreation leader I am a member of a profession? And do I realize that one of the characteristics of my profession is service to others? Am I keeping pace with the movement, even if I have to buy a book or pamphlet out of my own pocket once in a while and spend some of my own time at a library digging out new material? *I hereby resolve* . . . . . .

I have a boss who has some problems himself. He needs my help as I need his—from time to time. Do I take responsibility gladly for at least my share—and then do something about it? Do I keep the boss well informed of developments so that he can answer unexpected questions? Do I give the kind of cooperation up that I expect to get down? *I hereby resolve* . . . . . .

Our program is judged, our entire agency is judged, by what people see, whether they participate or not. Judging is done at unexpected moments, not just when all is assembled for inspection. And by and large people make judgments on the basis of what they see other people doing. Am I careful to help create as good an impression of our program and agency as I can at all times, even when I'm worn out? And do my telephone voice and my telephone manner help me out? *I hereby resolve* . . . . . .

Hard as I work, and I admit it, I am only one member of a great team of recreation workers. There is more to do than all of us can do right. Am I helping all I can to share with other leaders what I have learned? And does my pride let me learn a few things once in a while from them? Am I taking the fullest advantage of every opportunity to improve my skills? Am I watchful of the ways I spend my working hours? Do I use as much care in budgeting my time as I do my money? *I hereby resolve* . . . . . .

I am working at one of the important jobs of my generation. Play hours are priceless, not so much because they are scarce as because they are so easily misspent. Man was not made to work so much as he was made to live. I have an important place in living. And if I can, with help, keep these resolutions I will have an even more important place.

How to Start a COLLECTING HOBBY

Wm. Paul Bricker

One of the most natural habits of mankind and of many other living things is the habit of collecting. The small boy collects odd looking stones, toads, snakes, and other things, generally to his mother's despair. The small girl collects dolls and tries to become a little mother. As they grow older, their collecting habits change. The stones take a more selective form, with sometimes an Indian arrowhead added. The toad gives way to a pair of goldfish and the dolls are supplemented by sewing and crocheting. Our collecting habits change many times during the early years and, except for that period when "boy meets girl" and the romance of the young adult overpowers all other interests, there is always room for some interesting pastime.

Where man differs from the ape is in applying intelligence and usefulness. The animal will collect anything that attracts him, whether it has any useful purpose or not. The accumulation of nuts and other food by squirrels is a form of collecting, but it is primarily a safeguard against a long winter. In the same fashion, man saves money against the time when he will need it. If the money, that man saves, happens to be Indian-head pennies, then collecting becomes a hobby.

A hobby can be anything that a man will do in his leisure time for relaxation or pleasure to take his mind off the trials and tribulations of everyday life. This diversion can take several forms—collecting, games, sports, creative work, and others. At least one of these forms is indulged in by nearly everyone at some period in his life, and the form adopted depends on the physical and mental make-up of the person involved.

Everyone thinks that his own pet hobby is the best and often belittles the other fellow's. The tennis player can't figure out why anyone would hit a little white ball all around a lot of acreage with a long stick. The bridge fiend scorns the canasta addict. The antique collector considers stamp collecting a waste of time. This could go on and on, but they all have one thing in common—they are hobbyists. One of the most pitiful sights is that of someone without anything to do after punching the time clock at five P.M. You may say that the movies, television, prize fights, baseball, and so on answer this need for something to do, but you are wrong since these diversions are mass entertainment in which your participation is passive-amusement at no expense to your brain and energy.

Everyone should have a personal hobby and it is not haphazardly that doctors prescribe such a thing for the overwrought, overworked, business man. This might give you the idea that the care and feeding of a hobby horse is a rich man's pastime. This is far from the case. You may not be able to afford the collecting of eighteenth-century porcelains, but you can collect the various minerals in the neighboring quarry.

Don't wait for the doctor to prescribe something for your ulcers, believe me, they are not worth collecting. When he tells you to take up a hobby, don't growl at the bill he sends. The peace of mind that you will attain by paying attention to him is worth many times the fee for his advice.

Pick the hobby in which you can become most interested. Also consider others in the household. Don't be like the man who took up fossil collecting and absentmindedly placed an Indian skull on the bedroom dresser without first having warned his wife. He is now collecting butterflies.

There are dealers who cater exclusively to the desires of the particular collector. Many worthwhile hobbies have given rise to national organizations, and all of them have local clubs where fellow enthusiasts can get together and compare notes.

To assist you in getting a hobby started in the right direction, with the minimum amount of effort, I suggest the following simple rules of procedure.

Selection of a Hobby

There are many things to be taken into consideration.

1. TEMPERAMENT. Some people react primarily to beauty and like to have beautiful things around them. These collectors should go in for the accumulation of items that attract the eye, such as porcelains, buttons, and prints. Others prefer a historical background and therefore should collect things that show evolution, such as antique furniture, printing, and so on. For the mechanically inclined there are mechanical banks, antique automobiles, and clocks. For those who are awed by the wondrous works of nature, there is mineralogy and insect collecting. For ear appeal, there is music and the col-

lecting of rare phonograph records.

2. Space and Location. Before selecting a hobby it would be well to consider whether or not we can continue it, owing to certain limitations. If you live in a small apartment you are limited by space. You may want to collect bulky things, but you would be much wiser if you would stick to hobbies that lend themselves to a confined area, such as stamps, coins, first editions, phonograph records, prints, and so on. If you live in the country you have room to spread out.

3. Financial. Cost can be very important. Everyone has a good idea about what he can afford to spend on a hobby. There are many hobbies that require very little money to get started.

For every millionaire specialist, there is a vast army of ordinary collectors, like you and me, whose sole pleasure is in accumulating the things we like, that we can afford. When you start envying the wealthy collector, you'd better start another hobby. It is the same as the amateur and professional in sports. The amateur loves his sport for the pleasure he gets out of it, while the professional is interested in the financial return involved. Of course there are exceptions. Therefore a good rule to follow in collecting is to be an amateur at heart. Then if, in your quest, you do happen to pick up a sleeper (an object with no apparent value that turns out to be valuable), you will experience great satisfaction.

After the Hobby is Selected

We have now come to the point where, through careful thought, you have made your selection. It is often the case that the embryo collector will become interested in more than one hobby at the same time, which might have a tendency to become confusing. When such a thing occurs, follow the line of least resistance. Accessability and ease of obtaining additional specimens is an important factor. Soon by the process of elimination, you will find yourself specializing in one line. Many people have more than one hobby, but usually one is well on the way before another is started. Even in the hobby you finally select, it is possible to specialize on a particular phase.

There are two methods of learning all about your hobby. First, by starting your accumulation, and through trial and error you learn about it. You can then buy or borrow books on the subject as you go along, or consult with experts to increase your knowledge. The other method is to read first everything in sight about the subject and govern your collecting accordingly. Since I have followed both courses in starting various collections, I find that the first method is considerably more interesting and educational and, when the time comes to buy the more specialized books, you are more apt to understand what the writer is talking about. Of course I do not include magazines in this category as they are a "must" right from the beginning.

There are certain orderly steps to be taken:

1. Familiarize yourself with the eye appeal of the subject. Visit museums. browse around shops that cater specifically to your wants. The classified section of the telephone book will list them. Visit the homes of friends who have the same hobby and look over their collections.

2. Investigate the companionship involved. Find out if there is a group of fellow-enthusiasts in the neighborhood who meet regularly for mutual enjoyment and attend one of the meetings. The dues of these organizations are usually small in comparison to the good obtained from them. These groups occasionally have experts lecture to them on the subject. Outings are often arranged and periodically, in conjunction with other clubs, an exhibition is held which attracts wide public interest. If you have attended one of these you probably have noticed a ribbon or award attached to a certain entry. Only a hobbyist knows the thrill of earning this distinction. If for no other reason, the good fellowship among brother collectors is worth everything.

3. Subscribe to magazines that specialize in your hobby. There are many avocations that have periodicals devoted exclusively to them. Some magazines have several classifications in the same issue, but there is hardly a hobby that doesn't have some regular publication for enthusiasts even though it may be only the monthly report of a society.

4. In order to conduct a hobby intelligently it must be done in an orderly fashion. Some hobbies can need equipment to help in the collecting. For example, to collect minerals you need a stone mason's hammer and a sack to carry your specimens, and for collecting insects you need a net. However, all hobbies require equipment for housing and study whether it is a shelf, cabinet, or album. Naturally each individual hobby has its own particular list of accessories.

There is nothing more to do now except go ahead and collect to your heart's content. The possibilities are many. For the studious there is research in the many fine specialized books on the subject and the excellent collections in the museums. There is also the possibility of turning your hobby into a livelihood. During the early part of the depression, I knew a man who lost his job when his firm collapsed. He had been a stamp collector all of his life and had a very fine collection, so much so that he rented a "hole-in-the-wall" and became a stamp dealer.

There is another case of a woman who bought broken-down music boxes and repaired them. She found out that her hobby became profitable. Making money out of your hobby is not to be confused with putting money into it for the purpose of having the finest collection in existence. Always remember that no one has a complete collection of anything, so get some fun out of it and be an amateur. If you are able to make some money out of it, all well and good, but don't make this your primary purpose.

The nervous tension under which most of us live has to be balanced by an outside interest. The money spent for phenobarbital can just as easily be spent on some worthwhile pastime and instead of relieving a case of nerves by drugs, prevent them by taking up a hobby. Don't have butterflies in the stomach—collect them.

Reprinted from *The Complete Book of Collecting Hobbies*, through the courtesy of the author and Sheridan House, New York.

Planning a GOOD GROOMING PROGRAM for Teen-agers

Monte Melamed and Seena Salzman

An excellent opportunity exists for the development of a good grooming[1] program in community centers and social recreation agencies, where boys and girls meet in social situations. In fact, good grooming has a definite place in almost any agency program or setting where work with young people is undertaken, such as, the 4-H Clubs, the Girl Scouts, YM and YWCA, the YW and YMHA, the Campfire Girls, and the social settlement houses and neighborhood centers.

During the 1952 programming season, the Teen-Age Council of the Grand Street Settlement[2] planned and sponsored a good grooming and charm course for teen age girls. Aside from being of immeasurable help to the fifteen girls who attended the class regularly, the course also served as a very positive influence in motivating better personal care, hygiene and dress among the other members and club groups in the settlement house. Many members, including staff workers, suddenly became good grooming conscious.

It was the writers' good fortune to work closely with the Teen-Age Council in planning the good grooming program. The members of the Planning Committee of the council readily agreed that the course, if it were to be effective, would have to be made very interesting and colorful in order to appeal to, and retain the attention of, the membership. To that end, we planned each of the six sessions very carefully and thoroughly, used a great deal of imagination in publicizing the course, resorted to the use of colorful visual aid materials and films, distributed freely a wide variety of pamphlets, charts and fashion magazines, and invited, as "outside" speakers, experts who were up to date on the newest techniques and styles on hair, clothes and fashion.

A typical six-week good grooming and charm course may be set up in the following manner:

A Good Grooming and Charm Course for Teen-Agers
How to be Attractive in Six Easy Lessons

First Session

Part I Introduction
(a) Get acquainted
(b) Brief discussion of the contents of the course
(c) Individual and group photographs by the Photography Club of the center for "before and after" comparisons

Part II Personality as a Factor in Beauty
(a) Personality analysis
(b) Distribution of literature and good grooming aids

Second Session

Part I Poise and posture
(a) Standing and walking, posture and carriage
(b) Sitting and rising
(c) Ascending and descending steps

Part II Glamorize your figure
(a) Appropriate setting-up exercises for body development (Members are urged to come properly attired in gym shorts or "jeans" and athletic shoes, so that they can more readily participate in the exercises.)

Third Session

Part I Care and hygiene of hair
(a) General hair care equipment
(b) Combing, brushing, cutting, and styling of hair
(c) Shampooing, waving, and setting of hair

Part II Modern methods of make-up
(a) Care of skin, face, and hands
(b) Make-up techniques
(c) How to give oneself a manicure as professionals do it
(d) Discussion of skin care equipment and products

[1] Good grooming, as used herein, may be defined as involving general fitness, body cleanliness and social hygiene, facial skin care, care of hands and hair, good posture and proper clothing.

[2] The Grand Street Settlement, 293 Rivington Street, is a non-sectarian neighborhood house and community center, located in a low income area of the Lower East Side of New York City.

Mr. Melamed *is now with Federation of Jewish Philanthropies, director of Henry Kaufman Campgrounds.* Miss Salzman *is group work supervisor of Grand Street Settlement.*

Fourth Session

Part I Personal hygiene

(a) Body cleanliness

(b) Dating and social etiquette

Part II Good grooming films

(a) *Miss Dunning Goes To Town*

(b) *Are You Popular?*

Fifth Session

Part I Clothes and fashion

(a) The proper care of clothes

(b) Wardrobe recommendations and accessories

(c) Discussion of fashion and how to make last year's clothes conform to current styles

Part II Review

(a) Poise, personality, and posture

(b) Make-up and hair care

(c) Clothes and fashion

Sixth Session

Part I Show and modeling

(a) Modeling techniques

(b) Wearing of clothes

(c) Certificates for satisfactory completion of the course

Good photographs can help in the promotion of such a course. These appeared in the *New York Daily News* with the following caption: When seated, try to present a picture of poise, not an awkward, sloppy posture, as at right.

Part II Social and party

(a) Friends and parents invited

(b) Photographs (Individual and group photographs taken by the Photography Club of the center.)

(c) Social dancing and refreshments (Prepared and served by the members of the class.)

The class would meet weekly for ninety-minute sessions consisting of a thirty-minute informal presentation, followed by approximately ten minutes of questions and discussion. A five-minute recess would follow, and then the second part of the evening would begin with a thirty-minute presentation, followed by another ten-minute question and discussion period with group participation. The session would end with a brief summary of the evening, followed by some pertinent announcements regarding the next meeting of the group.

Some suggestions, which grew out of our experience from the course at Grand Street, plus some resource material which we found to be most helpful, are summarized herein for those group leaders who may be interested in setting up similar good grooming programs for teen-agers in their respective centers.

Some Guiding Principles

1. Individual and group photographs should be taken of the class, preferably by the members of the center photography club for before and after comparisons.

2. The local press should be invited to cover the course and publicize it. At the same time, send out your own publicity releases to the press.

3. Invite representatives from well known beauty salons and schools of fashion to serve as guest speakers, demonstrators and resource people.

4. From the very beginning, try to create a relaxed, friendly atmosphere; arrange the room informally with appropriate charts and literature displayed for each session.

5. Present the classroom material in an impersonal manner; try to avoid making any individual feel too self-conscious. Members of the group seeking special help should be handled through individual conferences or appointments.

6. As much as possible, demonstrate what you are talking about and, whenever possible, use the students as participants.

7. Include the membership in the planning and conduct of the good grooming program, for only then are you certain that your material will be geared to the needs and interests of the group.

Helpful Resource Material

1. *Better Start . . . With Good Grooming*, a general grooming unit for use in junior and senior high schools, colleges and teen-age clubs. A teaching manual, *Guide For A Good Grooming Program*, is part of a good grooming unit which includes the following material: colored poster,

"Honor Your Partner"; wall chart, "Facts about Perspiration"; wall chart, "Grooming For Girls and Boys"; good grooming leaflets, *Now Is The Time* and *Give Yourself a Boost.* Available free upon request from the Educational Service Department, (R-1-3), Bristol-Myers Company, 45 Rockefeller Plaza, New York 20.

2. *Young Beauty*, a thirteen-page booklet containing many excellent good grooming aids on looks, skin, hair, figure, weight, hands, smile, eyes, and make-up. Each $.10, three for $.25. Write to the Reader Service Department, *Seventeen* magazine, 488 Madison Avenue, New York 22. You may also obtain a "Magic Mirror" beauty quiz by writing to Seventeen at School, at the same address, for $.05 per copy, ten for $.25, twenty-five for $.50.

3. Instructional folders and brochures: *Correct Selection of Make-up; Correct Application of Make-up;* and *Fashion Color Chart*, are available free to teachers and leaders from the Revlon Products Corporation, Educational Department, 745 Fifth Avenue, New York City.

4. Three informative teaching aids are available free upon request from the Barbara Gould Corporation, 35 West 34th Street, New York City. The leaflets are: *Dry Skin; Oily Skin;* and *What Is Your Skin Problem?*

5. Teacher copies of the booklets, *Your Skin and You* and *Your Complexion Care* are free. Write to Ponds' Extract Company, 60 Hudson Street, New York City.

6. An appealing brochure, *Boys On The Beam*, dealing with the etiquette of dating, is available for $.05 from the American Social Hygiene Association, 1790 Broadway, New York 19.

7. The following booklets, excellently prepared, are available free from the New York Tuberculosis and Health Association, Inc., 386 Fourth Avenue, New York 16: *Know Your Son; Know Your Daughter; Preparing For Marriage; Parents—Tell Your Children; Your Child's Questions—How To Answer Them;* and *Group Workers' Guide on Social Hygiene* (limited supply available for organizations within New York City).

8. A rating scale and chart for taking a personal inventory entitled "You and Your Charm" is available free from The Home Economics Department, Maltex Company, Burlington, Vermont.

9. The day by day details of a four-week "Beauty and Charm Course," prepared by Anita Colby, and published in the August issue, 1951, of *Cosmopolitan* magazine, 57th Street and Eighth Avenue, New York 19.

10. A magazine article, "Secrets of Charm for the Plain Girl," published in the March issue, 1951, of *Coronet* magazine, 65 East South Water Street, Chicago 1.

11. A pamphlet entitled *Teen Time* is one of a series of seven booklets published under the caption of "Guideposts to Mental Health" by the Department of Mental Hygiene, State of New York, State Office Building, Albany, New York. Available free upon request.

12. An interesting brochure on cleanliness entitled *The Bath and You* is available free from the Cleanliness Bureau, Department R, 295 Madison Avenue, New York City.

13. A feature story of the Grand Street Settlement Charm Course by Antoinette Donnelly. The New York *Daily News*, Sunday Editions, May 18, May 25 and June 1, 1952.

14. Selected magazines and periodicals, such as *Mademoiselle, Charm, McCalls, Seventeen, The Family Circle* all have special fashion and grooming features and editions from time to time, which make interesting reading and good class reference material.

A good posture contributes to health, as well as to poise and beauty. This can be achieved through setting-up exercises and practice.

Some Selected Film Resources

1. *Miss Dunning Goes To Town*, a 16mm sound color film, running time 27 minutes, may be borrowed without charge from Association Films, 347 Madison Avenue, New York 17. An appealing introduction to the subject of good grooming.

2. *You and Your Friends*, a 16mm sound film, running time 7 minutes, may be also borrowed free of charge from Association Films.

3. *Are You Popular?* a 16mm sound, color film, running time 10 minutes is available from Coronet Films, Chicago.

4. *Body Care and Grooming*, a 16mm sound film, is available for a rental fee of $5.00 from the New York University Film Library, Washington Square, New York 3. This film develops the theme that good grooming begins with personal care. Men and women of college age are shown demonstrating good practices for the care of the skin, hair and teeth.

5. *A Modern Guide to Health*, a 16mm sound film, is available for a rental fee of $2.00 from the Columbia University Film Library, 413 West 117th Street, New York 27. This cartoon film provides a few common sense health rules which can be easily adopted by anyone. Although the treatment is humorous, the suggestions for combating slovenly posture, unsuitable clothing, and nervous tension are very sound. Produced by British Information Services.

COMMUNITY CENTER HOUSEKEEPING

The first of a series of badly needed articles on this subject.

• When we work in a place, day after day, we become accustomed to our surroundings and often immune to many of the things which, to the outsider, immediately stamp our center as well-kept and efficiently managed or untidy, disorganized, and in the charge of a careless housekeeper. The first time we notice a small tear in the stage curtain, a loose rung on a chair, a tilted lamp shade, a dimly lighted hallway, or an electric cord that is frayed, a mental note registers "That must be fixed." However, with so many other duties to be performed, many of these little "odd jobs"—the stitches in time—are bypassed; and then gradually we look at the faulty objects, and are so used to seeing the defects, they no longer make an impression upon us.

Now is the time! Take an inspection tour of your center; and look at everything anew—with the eyes of a visitor seeing the place for the first time. Carry a scratch pad and jot down every little thing which needs attention. Keep these notes handy where they will be a constant reminder, and check off the items as the required repairs and changes are made.

Here is a basic list of things to watch for; add other items which are pertinent to your own center.

1. *Windows.* Are they clean and clear, washed regularly? Do any panes need repair or replacement? Is there loose putty which should be replaced before more serious damage results? Do they fit closely, open and close easily, lock properly?

2. *Curtains, drapes, shades.* Do they hang neatly and correctly, hems all the same distance from the floor, rods inserted properly, gathers or pleats evenly spaced? Are they clean and well pressed? Would inexpensive tinting or dyeing improve their appearance? Are any minor repairs needed? (Have you tried block-printing on plain colored drapes to rejuvenate them; or using rows of tape or braid to reinforce weak places; or appliqueing designs to cover holes?)

3. *Pictures, wall hangings, placques, and other wall decorations.* Are they clean, have they been taken down and thoroughly dusted recently? Are they securely and safely fastened to the wall? Are any repairs needed? Do they have a purpose or contribute to the attractiveness of the room? Do they "belong" where they are? Are they properly placed—hang straight, right height, well grouped? Is the subject matter interesting or attractive? (If you have monstrosities which are gathering dust on your walls for no rhyme or reason, why not remove them and replace them with fresh, decorative ones—a project for your art groups—or murals, or the new scenic wall paper?)

4. *Light fixtures, lamps, electrical outlets, switches, cords.* Are outlets adequate in number and conveniently located? Are lamp cords out of the way so they won't be tripped over, stepped on, or converted into a fire hazard because of undue wear or strain? Are switches all in good working order? Are light fixtures and lamps placed so as to give adequate illumination throughout the center? Are light bulbs all serviceable and the proper size to give maximum efficiency? Is metal on fixtures polished? Are shades on straight? Do they need washing, cleaning, repairing, re-trimming, replacing? (Re-vamping the shades would make a good club or craft group project.)

5. *Furniture.* Is upholstered furniture clean and in good condition? Are there soiled spots which should be removed with cleaning fluid? Are there small tears or holes which need mending? Are there any pieces with springs which are loose or beginning to sag? Are there pieces which should be removed from use until they can be fixed so that the damage does not become irreparable? Do leather pieces need saddle soaping or other treatment to preserve them? If slip covers are used, do they fit neatly and well, are there adequate fasteners and are they secure? Would dyeing, re-cording, or trimming them improve their appearance and length of wear? Are pieces made of wood or composition well polished? Are the undersides of chairs and tables serving as parking places for old chewing gum which should be removed? Are chairs and tables sturdy and firm? Do screws or bolts need tightening or replacing? Are there spots which are slivered and need to be sanded, or cracks and holes which should be filled and refinished? (One of the older boys' clubs or woodworking classes could make many of the required repairs.) Are the pieces arranged conveniently and attractively in the rooms to give maximum usage and comfort?

6. *Baseboards, moldings, window ledges, and other woodwork.* Are they clean? Have all vestiges of old party decorations (nails, thumbtacks, pins, bits of paper, scotch tape, wires, string) been completely removed? Are any minor repairs needed—protruding nails and screws driven in, missing ones replaced, loose pieces securely fastened, broken sections replaced? Are there cracks or holes which need to be filled? Does paint or varnish need re-touching? (A minor repair now may save a costly major repair later.)

(To be continued in February)

One advantage of this sport is its appeal to all age groups, not to teenagers alone. Today's statistics show there are 17,000,000 annual followers.

ROLLER SKATING *is Here to Stay!*

W. L. Childs

• This has been enthusiastically acclaimed by the 2,400 students at New Trier Township High School, located in Winnetka, Illinois. The sound of roller skates, laughter, and music blend harmoniously in the school gymnasium. Students, faculty, and parents have united in ardent support of, and participation in, this relatively new enterprise; and the results have been worth noticing!

Roller skating has proved itself to be one of the answers to the age-old problem of providing adequate physical activity for the bumper crop of children now taxing existing facilities. At the moment, although this activity is not completely without precedent, it is certainly untried in many school systems. While roller skating is still in the experimental stage at New Trier, having started only two years ago, it has met with such popular acclaim that it is now a very permanent and worthwhile feature in the school's curriculum. There is a good chance, therefore that other schools and organizations over the country may be able to profit from this example.

The plan originated twenty-five years ago when Mr. Clerk, then superintendent of the school, notified Mr. W. L. Childs, Head of the Physical Education Department, that he would have to do something to keep the students from disturbing classes during the last part of their lunch room period. Some activity was needed that did not need promotion, did not require a change of costume, and in which a large group could be accommodated. Roller skating seemed to offer an answer to the problem, but steel and fibre skate wheels skidded on and marked the floor, so contact was made with a rubber company in an attempt to make a rubber tired wheel that would not skid or mark the floor. Several sets of these were tried out, but, before a satisfactory wheel was perfected, the lunch room problem was solved by shortening the lunch room period and the skate project was dropped but not forgotten.

A few years ago roller skating was again suggested as a recreation activity. Taking the leading role for the students in the promotion of skating parties was Martin H. Burns, Jr., of Winnetka, a senior and head of the Student Recreation Committee of the Student Council.

Space presented no problem. New Trier's gymnasium floor is 90 feet by 134 feet, an ideal size for roller skating. There was, nevertheless, a problem involved in the issuing and storing of skates, because New Trier has no equipment room in connection with the gymnasium. Since the gym is often used as an assembly hall, however, there are built-in storage closets for chairs; and it was decided that these would answer the problem. Although the closets were full of chairs, above them and directly behind the double doors there was sufficient space to in-

Mr. W. L. Childs *is the Athletic Director, Emeritus, of New Trier Township High School, Winnetka, Illinois.*

stall two especially built cabinets, each holding one hundred pairs of skates. Each has one hundred pigeonholes five by five inches by fifteen inches deep, in five horizontal rows of ten pigeonholes each. Doors of the skate cabinets are closed and locked when not in use.

The next step was to arrange and mark the skates by size so that they could be issued efficiently and quickly. Smaller skates were issued from one cabinet, the larger skates from the other. In each cabinet the skates were arranged with smallest skates at one end. Every pigeonhole was numbered, and each skate was marked with the number of the pigeonhole where it belonged. In the beginning numbers were stamped on, but this proved so difficult and slow that a new plan of using typewritten numbers under scotch tape was elected. This method works fairly well, but an even better system is still being sought. Students approach the skate cabinets in relatively short and rapidly moving lines rather than one long and unwieldy line.

At first, individual students did not know what size skate they should have, and obtaining skates was very slow. To meet this dilemma, a quick and simple system of finding their skate sizes without individual fitting of skates was devised. By using a flat, wooden stick marked off according to sizes, similar to those used at shoe stores, students could determine their proper size. All skates are passed out by the attendant in exchange for the student's activity ticket, which goes into the pigeonhole where the skates were. The procedure is reversed when the skates are returned. For gymnasium classes, where students arrive at the same moment, the skates are arranged on a table, each size grouped together. A student returns the skates to the same place when he is through. There is no difficulty in getting skates back into the small pigeonhole if the skates are laid on the table with the wheels together and the heels together. The heels are inserted first, the straps do not protrude nor interfere with shutting the cabinet door.

The students skate to records, the most popular of which are waltzes and organ music.* At the first Hallowe'en Party over one thousand students participated in the various activities provided. Of course, everyone could not skate, but the majority could and did.

Thanks to its initial success, roller skating has become much more than just one of the activities at a gym-jam. Sponsored by the New Trier Parents Teachers Association with no charge to the students, the gymnasium was opened to students every Saturday afternoon for the Saturdays preceding spring vacation. The attendance was estimated from one hundred fifty to three hundred skaters per session.

In addition, a local church used the gymnasium for roller skating parties for their young people's society on Sunday evenings. Since then many other groups have followed suit.

The popularity of roller skating made it a part of New Trier's co-recreational physical education classes. During one week, all the boys' physical education classes roller skated. The entire week before spring vacation about one hundred fifty boys and girls skated together every period.

Without doubt, the roller skating program has been enthusiastically received and participated in by nearly 100 per cent of the student body. Mr. Gaffney has stated that it is one of the best projects ever undertaken and inaugurated at New Trier.

One of the major reasons for roller skating's success here is the fact that it was initiated and organized by the student body. Whenever the gymnasium is used for skating, the students themselves supervise the activity and organize its promotion. It is the old story of getting out of something just what one puts into it. The students have contributed much time, effort and enthusiasm in building up their roller skating program. As a result, they receive a great deal of fun and wholesome enjoyment from it.

Also on the positive side of the ledger is the relatively low cost and inexpensive maintenance needed for this program activity. After the initial investment in the purchase of the skates and a few good dance records, there is no added expenditure, providing unused gymnasium space is simply converted to roller skating. It needs little supervision. The only overhead involved is the electricity used for the lights and for the record player. In addition to these encouraging factors is the fact that roller skating can become a possible source of income and be completely self-supporting. A nominal entrance fee can help to defray costs and to provide a profit for the purchase of new equipment.

Any activity which brings boys and girls together, provides them with laughter and fun, and also alleviates the awkwardness so often encountered between teen-agers when they try to meet on a casual basis is bound to be a success over-night!

As every parent and teacher knows, the teen-ager usually has time on his hands over the week-end. Girls and boys often band together with the hope of finding something to do. With roller skating open to all, they can meet without any difficulty, and the net result is an evening of happiness for all concerned. This activity meets the approval of educators and recreation directors, who find it keeps youngsters off the streets and provides them with a healthful activity.

Dancing is always popular with the average high school student, the roller skating has the same underlying principles of rhythm, coordination, and music which both skaters and dancers enjoy. Inhibitions and awkwardness are forgotten.

It is an activity with unlimited and unexplored possibilities; because of its general appeal to all age groups, it can be used not only by high schools but also by YMCA's, YWCA's, the American Legion, and other service organizations, the recreation departments of cities, junior chambers of commerce, and many others.

* See RECREATION, December 1951, p. 402, for list of records for skating.

This is the second of a series of articles on Mr. and Mrs. Thomas E. Rivers' trip around the world to promote the National Recreation Association's global recreation service. Part I, which told of the visits to Portugal, Spain, Italy, and Greece, appeared in the December issue of the magazine.

A Global Look at

PART II

Egypt

Recreation in Egypt, as we understand it, is in its early stages and is carried on by four different ministeries of the government. Two items stand out:

1. The very significant work being done in the villages of Egypt which, according to a four-year study recently completed by the Rockefeller Foundation and reported in the *New York Times*, are the most unsanitary places to live found in any part of the civilized world. The experiment being carried on was the use of high school students to develop social and recreation programs in the villages. During the vacation period, boys and girls from sixteen to nineteen years of age, after a period of training, go and live in the villages, and there furnish leadership for games, dramatics, handcraft, music and social work in the homes.

2. Outside the schools, in the cities, the recreation program is carried on by a Department of Sports and Leisure Time Activities. We talked with Amin Sadik, and later spent the evening at one of his playgrounds where we saw a demonstration which included a basketball game, wrestling, tumbling, boxing and exercises. This playground is located in a tobacco factory district where they work hard and are very poor; and the boys and young men, according to Sadik, "do not have to be here; they come from the heart." This program started in 1941, with one playground; there are now seventeen. Those who attend become members (there is no fee). It started with thirty members. There are now twenty-five hundred. Sadik knows them all, by sight or by name.

My tribute to him as I spoke to his group brought a warm response, showing their admiration for his leadership.

A Fulbright leader, Joe Nygaard—former baseball coach of St. Olaf's College, Minnesota—has introduced baseball to Egypt and it it getting underway with much enthusiasm.

Swimming, most popular summer sport at the American University of Beirut, has only recently become co-educational.

Jordan

Having entered the Moslem land through Egypt, we flew around Palestine into the Hashemite Kingdom of Jordan. Road blocks, barbed wire, bombed buildings, and sentries along no man's land, reminded us that the Jordan-Israeli problem is not yet settled. This, plus very large unemployment, and the presence of innumerable refugees—living on relief in tents and caves—made it easy to understand when several different Arabs, Christian and Moslem, said to me: "There is little or no recreation. The people are too sad and hungry."

We saw several bare playing fields adjoining schools. One soccer field was left by the British, but it is now seldom used. The YMCA, in the midst of all this, is an oasis directed by an Arab Christian. On an improvised basketball court in the driveway, right under our window, we watched a basketball game. A fine looking group of young men—Arabs, Armenians, and others—were in the game room listening to music, and in the evening watching an American movie.

MR. RIVERS, *Assistant Executive Director of the National Recreation Association, is also secretary of the National Music Week Committee. For many years he has been the secretary of the National Recreation Congress Committee.*

Recreation

T. E. Rivers

Mrs. Thomas E. Rivers, with Mr. Rivers standing by, presents trophy to winner of table tennis tournament, Delhi, India.

In front of the "Y", an athletic field 75 by 300 feet, is being constructed. At 5:30 A.M. I looked out the window and saw Arabs crushing rock with hand tools, and donkeys four feet high—with loads of dirt and crushed stone—being hurried along by Arabs in red and white headpieces.

Labib Nasir's eyes shone as he visualized what this additional facility would mean to his program. We talked several hours about the needs of his people and what recreation could do to help relieve the tension that is undermining the mental stability of this ancient land.

In addition to the limited supply of literature I had with me, I gave him Joe Nygaard's book in English and Arabic on baseball and softball; probably the first copy to be in Jordan, as I had brought it from Egypt where it had just been printed in Arabic.

One Arab told me he feared for Arabic youth, whose idleness and frustration might lead them to welcome Communism on the basis that anything would be better than what they had.

Lebanon

From Jerusalem we flew over the Bicaa Plains—said to be one of the richest soils on earth—into Lebanon. Lebanon, unlike some of the other Near East countries is 85 per cent literate. The American University of Beirut and the Beirut College for Women have had a real influence, and there are sports, folk dancing, music and other recreation activities in the city; but, for the country as a whole, the recreation program is in its infancy.

We had a two-hour conference with a staff of government officials responsible for recreation. An attractive young Arab woman from Palestine, who had studied in England, was our interpreter. They questioned us eagerly on theory and methods, told of their need for technical assistance, and welcomed the literature we brought.

In answer to a question, I summarized the recreation development in America, and showed them the NRA yearbook. Wadik Haddad jumped to her feet and exclaimed: "Oh, it sounds like heaven! When will it be like that here? We are poor and there is little money." She hesitated a moment and then added, "But we also know that where it is willed, a thing can be done."

We went away feeling that an idea had fallen on *Bicaa* soil.

Pakistan

We flew across the Arabian sands to Karachi, the capitol of Pakistan, five-year-old Moslem state set up on the partition of India. We arrived in a full-fledged monsoon, but the meeting of leaders was held on schedule and we had representation from the army, navy, air corps, boy scouts, Ministry of Education, the local school system, and several key laymen. For two hours we discussed recreation, their problems, their resources, their leadership—or lack of it primarily. Their questions dealt with immediate pressing problems which were obvious on every hand in this new struggling nation.

The Deputy Educational Advisor for Pakistan received our recreation literature, told us a man had just been appointed to head up physical education and recreation. We also commended him on the selection of Miss Rachid, a brilliant young Moslem woman who had visited our office in New York just before I left, as a member of his staff.

In the American Embassy we discussed with Ray Lee, our cultural attache, the recreational needs of Pakistan. Mr. Lee, a six-foot Texan from Austin, said, "Mr. Rivers, what this country needs is not buildings but a few Jim Garrisons turned loose on them. Before you know it, you would have recreation all over the place. He is a man trained by the National Recreation School." I replied, "Yes, I know Jim. We trained him and three hundred others." That kind of training, the results of which Mr. Lee had seen in Texas, was what he felt was needed today in sorely pressed Karachi—a city originally of a quarter-million now swollen to one and a half million, filled with refugees, many of whom are living in mud shacks in hunger and frustration.

Here is seed bed for revolution. Here also is fertile soil for any program that will give a modicum of hope and some assurance that the democratic world does care for human needs in whatever part of the world they arise.

India

On the other side of the line lies India. Four hundred million people—now free and independent—conscious of their need for technical leadership, short on food and water and houses, but proud both of their new freedom and their traditions and culture rooted in antiquity. They have set about bravely to reconcile the two; and in our field of recreation, this is coming about. I am happy that our NRA, at this psychological moment, could have had a share in that magnificent process.

India does not have one central recreation organization as we understand it; but many agencies—public and private—are related in one way or another to the recreation life of the people. There are organizations especially interested in reviving traditional games, dances, and festivals. I especially commended this.

Marble camels and lions serve as play equipment for little Hindu children in temple playground at New Delhi, India.

Lovely native dancers, temples of gold, pagodas studded with colored ceramics help to give Bangkok its exotic character.

In addition to individual conferences and tours of recreation facilities, there were four significant gatherings in Delhi:

1. Our mission was honored at a reception attended by a distinguished group of Indian educators, and political and social leaders. This helped to launch our week on a high level.

2. At an evening meeting at Delhi College, a special demonstration was put on for us by children of the *Balkan-Ji-Ki-Bari* and the National Cultural Association. The programs, beautifully staged, consisted of a chorus; an orchestra with ancient instruments—guitars, tanpura, *jal-tal-rang* (bowls of water played by sticks), violins and a bamboo flute; Indian dances—one classical, one peasant; and a lovely pantomine production of *Ali Baba and the Forty Thieves*. All the costumes were made by the children from things they had.

3. The next evening in a two-hour session we met with about twenty-five men carrying on recreation programs in various public and private agencies. We discussed their problems, needs, possible solutions, and the importance of having a strong central private organization to push recreation and serve local operating agencies.

4. The fourth significant meeting was a small luncheon given us by Dr. Sushilla Nayar, State Health Minister and Director of Rehabilitation, a charming and able leader. Here, with several ministers, including the Chief Minister of Delhi State, we faced at this top government level what might be done to help recreation leadership in India, and together worked out essential steps.

We were surprised and delighted to learn that at Brila Temple, where Hindu and Buddha religions are merged, a play and recreation program is carried on. We visited the Bhangi Colony, the village of untouchables; we stood barefoot at the simple memorial to Gandhi and recalled the part he played in leading India into her modern era. We felt the beauty of the Taj Mahal. We saw thousands of refugees packed in tents and shacks.

As we left, a large group of Bari girls who had performed for us earlier in the week, and to whom we spoke, came to our hotel room and placed garlands of fresh flowers about our necks and bade us farewell.

Thailand

In Bangkok at the National Stadium, where Thailand's college for training physical education and recreation leaders now has 350 students in their third year, we had a two-hour session on recreation with the faculty, officials of the department, and with representatives of various other agencies, public and private.

We saw a demonstration of games and dances, old and

new. A hurried tour revealed small playgrounds here and there; soccer fields, tennis courts, and very frequently a small playground connected with the temples. One very large, well-equipped playground was donated by a Chinese industrialist.

We were in Thailand just long enough to realize how facinating a place is Bangkok. The people were friendly, efficient, and eager for ideas. They are independent and their eyes are to the West. Recreation will help to keep them there.

We arrived at the right moment, and the Thai leaders were warm in their appreciation of the NRA literature we brought, the help on specific problems, as well as the time we had given to observing and commenting on the facilities and discussing the relationship of the recreation program to democracy.

Philippines

In the Philippines we were in competition with a typhoon but we were able to have several conferences and a meeting, obtain some information and, I think, be of some help.

Some thirty-five years ago, Ellsworth Brown had introduced softball, basketball and volleyball into the Philippines; and a foundation was laid that has formed an important part of the recreation and sports program of that nation.

Perhaps the most significant development that came to our attention, in its effect on the life of the Philippine people for the future, was in the Ministry of Education. Serafin Acquino, who attended the Boston Recreation Congress, told of the definite concept of using the schools for both the education and recreation life of the people. Last summer 1,796 teachers were brought to Manila for a six-weeks training course in physical education, recreation, folk dancing, music and games. They carried this program back to their pupils and their communities. The department also sends out institute teams of three people of different skills to give in-service training for one week in folk dancing, athletics and games. We were told that these teams have covered forty-nine out of fifty-one provinces.

The schools are community centered. Children are given projects that involve the parents. PTA's are reported as being active throughout the islands, and several examples of their leadership were cited as community projects. The Adult Education Division is encouraging the revival of Philippine songs and folk dances. Here the American influence is strong.

Hong Kong

Hong Kong is a keg of dynamite. Two and a quarter million to three million persons are crowded into a limited space. I walked through one section reported to be the most densely-populated area in the world. The housing shortage is acute; water is rationed; unemployment is serious. It is reported to be honeycombed with communists. Tension grips these people. Leaders are conscious that they are living in one of the last outposts of freedom in that part of the world. With this setting, to have some of Hong Kong's leading citizens publicly declare that, along with the urgent needs being faced, the "need for parks and recreation is of the utmost importance," should make all of us who have devoted our lives to recreation feel a glow of pride.

A Children's Playground Association, organized twenty years ago runs in high gear. It now operates nine playgrounds, and is supported by voluntary contributions.

I talked to Colonel Clague, one of Hong Kong's leading businessmen, who has given outstanding leadership to Hong Kong's recreation program. Colonel Clague said, "The only way we can get land is to remove a mountain or fill in the sea. We are doing the latter." He showed me plans for a reclamation project which would make available a five and a half-acre recreation area literally made from the sea.

The Hong Kong Amateur Sports Federation, a Chinese organization which has twelve thousand members, is putting on a campaign right now to raise one million Hong Kong dollars to complete a stadium. There are numerous private sports clubs.

We left Hong Kong greatly stimulated by the fact that here, in one of the most troubled spots of the world, thoughtful leaders were giving time and attention to recreation because of what it could mean to the human spirit in times of stress.

Our most extended service was in Japan. On this we shall report more fully in the February issue of RECREATION.

Location of Social Centers

Preliminary to a referendum on Lighted Schools, the Chicago Recreation Commission made a study of the needs of communities for social centers. Its recommendations for the location of social centers in the schools are:

1. *Neighborhood Basis*—Each neighborhood should receive some form of recreational service. Duplication of services or the piling up of services in one community, at the cost of services to others, is to be avoided.

2. *Functional Basis*—Each center should be housed in a facility which is functionally adaptable to the program to be offered. For example, it is impractical to use a room with low ceiling for active games and sports.

3. *Basis of Relative Social Need*—A higher priority is given to those neighborhoods where social conditions present an urgent need for a constructive youth program to offset negative influences. Areas of high population density, of poor living standards, and similar conditions will be shown higher priority.

4. *Basis of Community Support*—Centers are recommended only in those neighborhoods where it can be demonstrated that there exists a high degree of local interest and support for the program. Funds will not be wasted in areas where people do not wish to be served.

Sylvia Cassell

The MAORI STICK GAME

Joy Carter and Gwen Rankin of the New Zealand Girl Guides Association demonstrating the Maori Stick game, wearing Maori costumes.

LAST SUMMER I took four sticks to the Winnetka-Glencoe Girl Scout Camp and proceeded to turn it into an uproar. A few months later, my senior troop had the same experience The phenomenon that cast the magic spell was the Maori stick game from New Zealand, in which two players tap and toss sticks in time to a rhythmic chant. The syncopation of the routines, plus the unusual coordination required, make it challenging activity for Intermediate and Senior Scouts (and their leaders). Once the girls learn how, it is hard to stop them from playing it.

The one requisite for the game is a pair of sticks for each player. The ideal sticks are those that the girls find in the woods and carve or paint in their own designs. They should be straight, one to one-and-a-half inches in diameter and twelve to eighteen inches long, and free from any rough edges. Both players should have sticks of approximately the same size. In the absence of natural branches, old broomsticks or dowel rods from a lumberyard may be cut to size. Beginners can use rolled up newspapers, but these are not satisfactory for long because they do not make enough noise to emphasize the interesting rhythmic patterns.

One movement of the sticks is made for each beat of the chant. There are five basic movements:

Clap: hit own sticks together, upright (Fig. 1).

Tap: hit tip ends of sticks on floor one at each side of player (Fig. 2).

Drum: hit sticks on floor beyond the knee, holding them the way a drummer hits a drumstick (Fig. 3).

Flip: toss sticks in air, turning them once, and catch other end (Fig. 4).

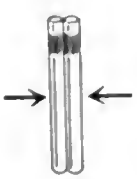
Throw: throw stick to partner with an upward motion so that the stick drops into her hand easily. The sticks are thrown gently in a vertical position (Fig. 5).

Taps, claps, flips, and drums are done with both hands at the same time. Both players do the same thing. Throws are done with either the right (R) or left (L) hand, or as doubles (D) with both hands.

Players kneel, sitting back on their heels, facing each other, their knees about a foot apart. In throwing sticks to her partner, each player must throw her stick straight across, so that the two sticks do not collide in mid-air. Thus in a right throw, player *A* would throw straight across from her right, and player *B* would throw straight across from her own right (Fig 6). On the double throw, one player must throw both of her sticks in the center while the other player throws hers outside (Fig. 7). They decide beforehand who throws to the center.

MISS CASSELL *is a leader of a senior Girl Scout troop, Winnetka, Illinois.*

Fig. 1



Clap

Fig. 2

Tap

Fig. 3

Drum

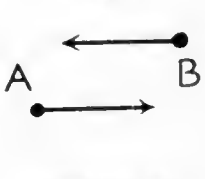
Fig. 4

Flip

Fig. 5

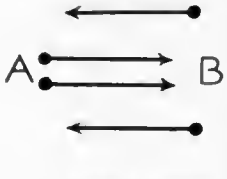
Throw

Fig. 6



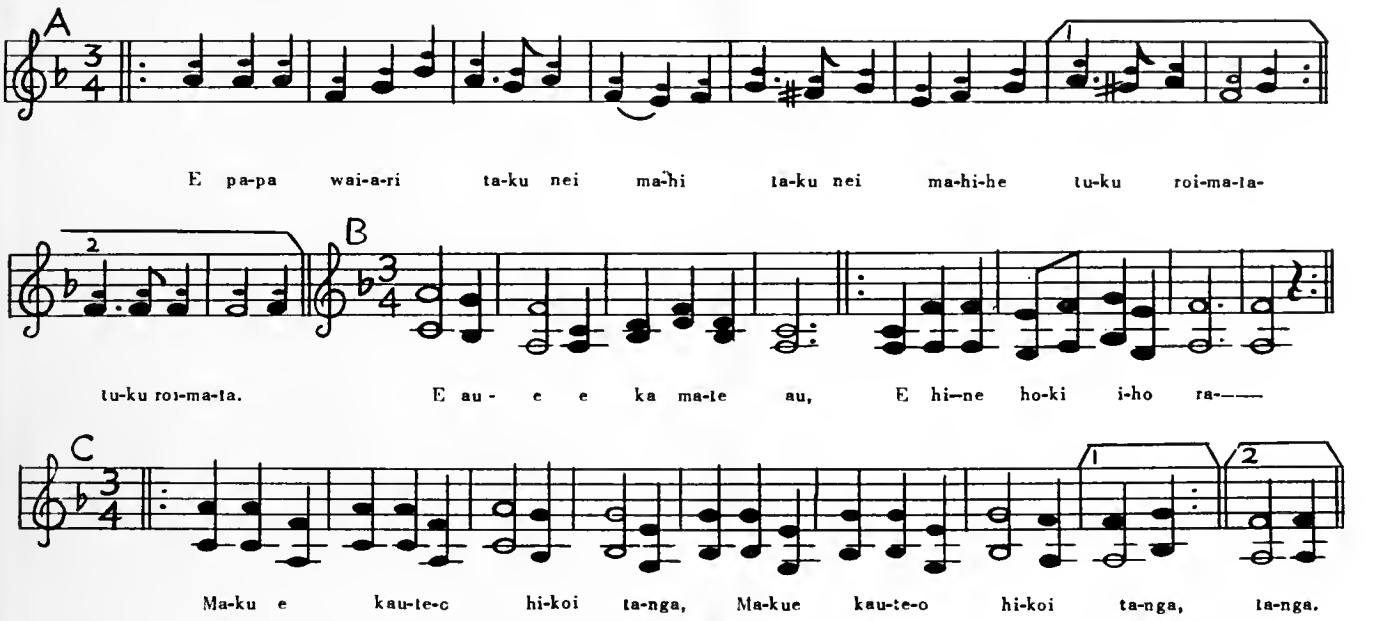
Single Throw

Fig. 7



Double Throw

TITI-TOREA


A
E pa-pa wai-a-ri ta-ku nei ma-hi ta-ku nei ma-hi-he tu-ku roi-ma-ta-
B
tu-ku roi-ma-ta. E au - e e ka ma-te au, E hi—ne ho-ki i-ho ra——
C
Ma-ku e kau-te-e hi-koi ta-nga, Ma-kue kau-te-o hi-koi ta-nga, ta-nga.

Adapted from the arrangement by Hemi Piripata, by kind permission of the copyright owners, Charles Beeg and Co., New Zealand

Patterns for five routines are given below, using the terms that have been defined. Once your girls have mastered the basic movements (which won't be hard after *you* have mastered the instructions), they will think up many new routines. So protect your knees; here we go:

Music A

1. Tap, clap, R throw, tap, clap, L throw. } 8 times

Music A or C

2. Tap, clap, D throw. 16 times
3. Drum R, flip, clap, drum L, flip, clap. } 8 times
4. Drum, flip, R throw, drum, flip, L throw. } 8 times

Music B (chorus)

Tap, clap, clap. (Repeat to end.)

The Maori people of New Zealand are closely related to the Hawaiians. They are tall, brown and wavy-haired. The Maori are noted for their intricate designs and beautiful woodcarvings. Gateways and meeting houses may be elaborately carved. The design at the left, at the top of the preceding page was taken from a stick made by a Maori. Readers of Kon-Tiki, *by Thor Heyerdahl, will be interested in knowing that the design at the right is the head of a tiki, a charm worn around the neck.*

Editor's Note

"Titi-Torea" is one of the songs the Maori sing with their stick games. It was taught at an international gathering last summer at the Edith Macy Training School by two New Zealand trainers, Miss Joy Carter and Miss Gwen Rankin.

Beginners at the game may start with some familiar three-four tune, but all players should also learn the beautiful Maori song with its characteristic harmony. (In music *A*, the main tune is carried by the lower notes and the harmony is indicated by the small notes above. In music *B* and *C*, the top notes carry the tune.)

Maori vowels are pronounced like Latin vowels:

a as in father
e as in they
i as in machine
o as in hope
u as in ruby.

Wh is pronounced as f—otherwise the consonants are the same as ours.

The New Zealand Guiders have also given us the traditional opening of the game. One player says "Timata" (tee-mah-tah) and the players put sticks in tap position. The other counts to four: "Tahi, rua, toru, wha" (ta-hee, roo-ah, to-roo, fah) as the players bring sticks up before them. Then the song and game begin.

Miss Beverly Robbins, district director in Pittsburgh, Pennsylvania, points out the several program fields the stick game may open up: "It is a game that fits into the troop's outdoor program very nicely. Practice the game in the meeting place. Then when you're on your next hike, cut your own sets of four sticks each. The sticks should be dried, sanded, and waxed or varnished, and painted or possibly even carved in original designs. (Carving or painting should be done before waxing). A new area of design and carving, and perhaps other natural crafts, may be opened up to the troop. The game may also lead into campcraft skills and nature when the girls are preparing to go to the woods to cut their own sticks. It may stimulate interest in singing games, or be a jumping off point into the international friendship field. These are just a few of the program possibilities."

By the way: the stick game is sometimes called "lemmi sticks" among United States Girl Scouts, but the term was unknown to the New Zealand trainers.

Reprinted through courtesy of *The Girl Scout Leader*, October, 1952.

How To Do It! by Frank A. Staples

The Tin Can you throw away can be made into an attractive

CANDLE STICK

For Tools:

Ruler and Pencil
Tin Snips or Scissors

For Materials:

Tin Can and Steel Wool

To Make The Candle Stick:

1. Remove top and bottom of can.
2. Cut can near seam - flatten.
3. Cut out square shape - 3" to 5" sq.
4. Mark square shape as shown in Diagram A - Cut solid lines.
5. Bend four shaded areas upward - Rub all cut edges with steel wool.

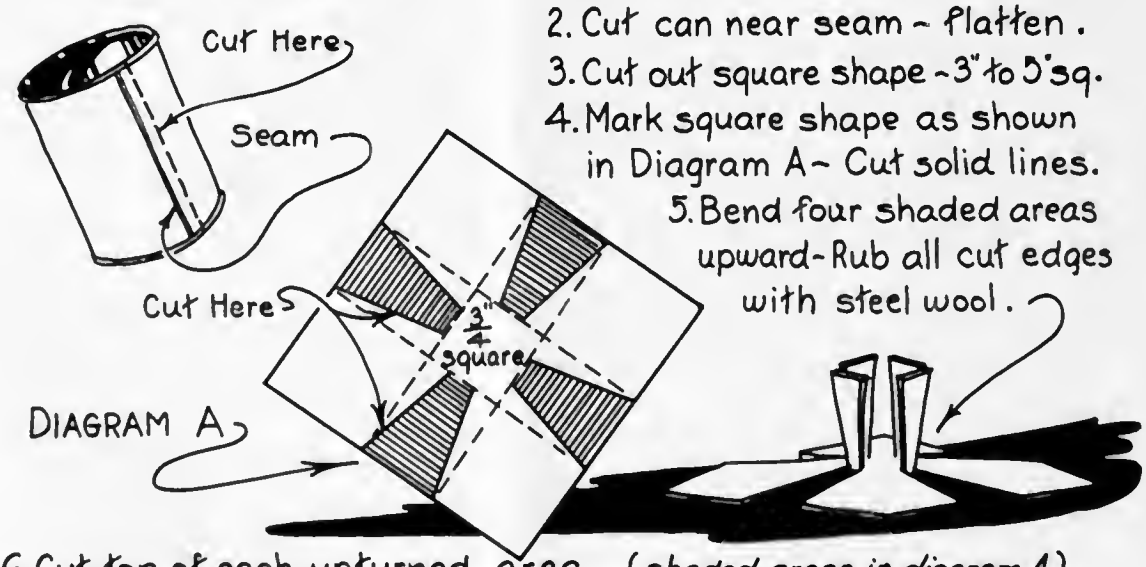


DIAGRAM A

6. Cut top of each upturned area (*shaded areas in diagram A*) to suit your design needs. Four base shapes and four upright shapes may be bent as desired.

SUGGESTIONS FOR BASE AND UPTURNED SHAPES.

A Well-Rounded Indoor Center Program

In discussing the building of a well-rounded program for indoor recreation centers, a group at the Seattle Congress favored the following ideas:

1. The community center should serve *all age levels* and *all groups* with a broad program covering many interests.
2. There should be sound planning and cooperation with the school and such school-community groups as the PTA.
3. There should be planning and cooperation with community youth serving agencies and a policy established for use of the center. The center-directed programs should take precedence in use of the center. These need to have dignity and to be worthwhile in order to merit this precedence.
4. Planning should be properly initiated, so that the director need not do all the leg work.

Principles Involved in Program Planning

1. Community groups should participate in the planning.
2. Youth should plan with adults.
3. Volunteer leaders should be given the consideration of having a special activity at a given time.

Specific Problems

Problem 1—What program can be offered to teen-age groups, in addition to dancing, in a facility on third floor of city hall, in a city of 19,000?

(a) Take the young people into the planning and give their ideas serious consideration. Study the many reference books on recreation activities. The National Recreation Association publishes many reasonably priced pamphlets offering program ideas. Send for their list of publications. (Read RECREATION magazine.—Ed.) The New York Youth Commission is soon releasing a booklet on youth activities.

(b) Various indoor parties can be devised around a special theme, such as an indoor beach party, circus party, and so on. Adapt games, stunts, to theme. Use circle dances, ice breakers. Let committees of young people plan appropriate decorations and refreshments.

(c) Teen Town Theatre and children's theatre organizations should be considered; also festivals and carnivals.

(d) High school students might like to plan parties to take place after school games.

(e) Special recreation events can be planned in cooperation with school centers and with representatives from the church, PTA, and other local agencies. Sit down with them in conference, get their ideas, see what cooperative projects can be developed.

Problem 2—What programs are being offered for pre-school children?

Activities can be successfully planned for pre-schoolers and their mothers. "Tiny tots" groups receive leadership in games, dancing and other rhythms, while mothers are left free for their own recreation. "Tot Lots" have been developed on many playgrounds.

Problem 3—Should there be programs every evening for school age children?

This can best be solved by close planning with school, home, and church groups. We should not be competing for the time of children nor draw them out of the home every night. Except on very special occasions, evening activities should take place on weekends.

Problem 4—Can we teach dancing in community centers without conflicting with commercial dance studios?

There is an obligation on the part of a recreation department to offer good recreation opportunities for *all*, and therefore we should teach the fundamentals of dancing to those who want them, and expose others to an opportunity to try them and to develop an interest in them. Those who care to continue special emphasis may then choose to go to a studio. Professional studios can cooperate by furnishing volunteer leaders for the teaching of fundamentals, in recreation centers.

Problem 5—What are *you* doing for young adults?

(a) In one city, where some of the young adults live in dormitories, assistance is given to the young people in forming their own organizations. The recreation director helps the group to obtain the use of many school-community facilities, such as gymnasiums and bowling alleys, and helps them to develop game rooms in the dormitories. Assistance is given young married couples in obtaining responsible baby sitters.

(b) A roller skating rink appeals to this age group, as well as to other ages. Special skates can be used on your gymnasium floor without doing any damage. (See "Roller Skating Is Here To Stay," page 470.—Ed.) Set aside two evenings a week for the whole family, and provide a place and care for babies in order to free parents for skating.

Problem 6—How many operate programs in exclusively school facilities? In their own center? Both?

A poll of the group resulted approximately as follows: in schools, 25 per cent; in their own facilities, 75 per cent; in both, 60 per cent.

A STAGE FOR PUPPETRY

Showing how the string marionettes are operated on a multiple use stage.

Here, third grade pupils of Mrs. Eve Nutting manipulate hand puppets from under the table, through space created by the removal of some flooring.

A SATISFACTORY stage for puppetry, a long-felt want, was devised for Mrs. Eve Nutting, of Eugene Field School, Park Ridge, Illinois, by her husband who made an all-purpose stage suitable not only for hand puppets, but for string marionettes, pupil-created "movies," and even dioramas for the display of special projects.

The four-purpose device that he designed and constructed could easily be duplicated by boys who have had some vocational arts work or by anyone who can use a saw and hammer. Fully equipped with a backdrop, curtain, footlights and other appurtenances, the stage cost only $15.

The stage is quite small—32 inches wide, 20 inches deep and 25 inches high. It is light in weight, sturdy, and durable. The proscenium gives a rectangular view just 24 inches wide by 17 inches high; yet there is ample room for as many as three or four marionettes.

Several features give the stage its versatility. The back and sides easily slide out, depending on the stage's function. Thus there is great accessibility. A portion of the floor, 21½ inches long and 9 inches wide, at the back, is removable to make room for hand puppeteers. The backdrop, suspended on a ⅜ inch brass curtain rod, lifts out of notches in wooden blocks when the stage must be cleared for string marionettes. Half-inch dowels, having saw cuts through their centers, serve as spools for threading the 18 inch shelf paper on which pupils have drawn "movie" pictures.

Because of its compact size and light weight, the stage is readily moved on and off its location—a medium-sized table.

Selection of materials for the unit was important because it was to be built for permanence, safety, and appearance. The craftsman, Robert Nutting, for these reasons chose a good quality of pine lumber for the framework and masonite leatherwood, an embossed hardboard with the appearance of Spanish-grain leather, for the panels. The floor is ¾ inch plywood. The leatherwood, besides its pleasing appearance and durability, is free of splinters, and that is important, of course, where children are concerned.

Concealed dowels are turned by Marjorie and David to unroll a "movie," drawn on a fifteen-foot length of shelf paper.

Hardboard back panel and rear portion of floor slide out. Note the backdrop curtain and dowel sticks on table top.

Here are some construction details. Lumber for the framework is 1 inch by 2 inches, nailed together. Screws are an alternative method of fastening. The leatherwood panels, forming the sides and back, slide in grooves formed by ¼ inch lumber strips nailed to the framework.

Chalk line was used to pull the curtain. At the ends, to keep the string down, lead sinkers were attached.

As a footlight, a 20-watt counter light provides ample illumination of the tiny characters. The cord was extended through the framework at one side, with the switch hanging underneath for the operation of a youthful electrician.

The dowels, 23 inches long, fit into holes bored at either side of the stage. They are held steady at the top by a simple clamping arrangement. Turning of the dowels is simplified by a wooden collar on each. Shelf paper in lengths of 12 to 15 feet is needed for each "movie." Ends of the roll are tapered to the center to allow easy threading on the dowels.

For curtain material, Mrs. Nutting used green Indianhead; the backdrop is the same material in gray.

Instead of the leatherwood, the panels could have been made from masonite ⅛ inch tempered presdwood, which is smooth on one side and finely textured on the other. A hardboard with two smooth faces now is available, too, at most lumber yards.

The entire ensemble was painted a gray to match the backdrop—an undercoat and two finish coats. On the proscenium, which is masonite presdwood with a perfectly smooth surface, Mrs. Nutting painted some Pennsylvania Dutch designs in oil to add a touch of color and gayety. Stencils or decalcomanias could be used effectively also. To protect the finish from fingermarks, a flat varnish was applied. When that was completely dry, a coat of wax was applied and polished.

An interesting variation of the solid color on leatherwood is tone-on-tone. To achieve this rich effect, a neutral undercoat is first applied. Over that goes the selected color which will predominate. After the first color is dry, the contrasting color is brushed on and allowed to set for just a minute or two; then it is rubbed off with a clean cloth wrapped around a block of wood or a sponge. The first color will remain on the high spots and the contrasting one will appear in the depressions.

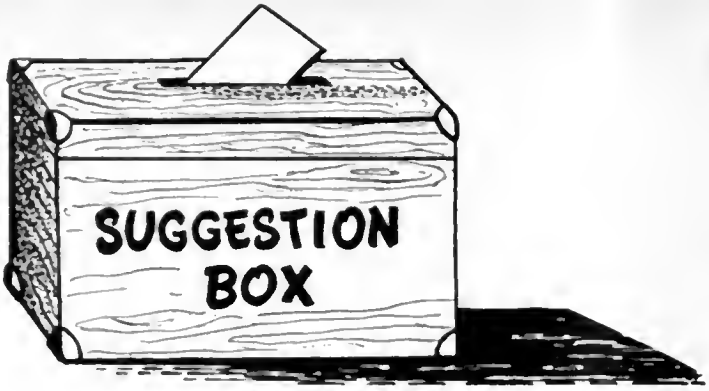
"Movies" provide opportunity for participation by each member of the group. In preparing a movie about a circus parade, every youngster in Mrs. Nutting's third grade drew a scene, working directly on the shelf paper which was taped for convenience to the blackboard. Two pupils were needed to operate the movie, and there was a need also for curtain pullers and an electrician.

Recreation workers may be interested in the formula Mrs. Nutting used for the puppet heads—a recipe furnished by the Park Ridge public school art consultant, Edward I. Reasor.

The following ingredients are sufficient to make twenty-five units of sawdust plastic. Five pounds of flour, water, salt, and sawdust. Place flour in a large pan and add water until it is just covered. Bring the mixture to a boil, stirring constantly. Add salt. Cook until most of the moisture has evaporated. Sift sawdust and place it on an open newspaper. Remove some of the dough and knead it into the sawdust until the ball becomes firm and plastic.

Each of her pupils made a puppet head by moulding the mixture on a clothespin. Then the clothespins, with their strange assortment of heads, were attached to the classroom ventilator, where they dried out in a couple of days. A light twist permitted the removal of the clothespin without damage to the head.

As a pattern for the costumes, the children used cutouts from shirt cardboards. From this basic pattern, they used their imaginations to create embellishments. Cut stones (dime store variety) were used as the eyes of the leading characters they had created. Eyes of some puppets were merely painted. Hats were fastened with thumbtacks.



Parties Plucked From Thin Air

You remember the song that was popular a couple of years ago that went something like this:

"Did you ever see a dream walking,
Well, I did. . ."

Have you ever been browsing through the five and ten cent store looking at the children's books, reading cards at the card counter, when all of a sudden your eyes landed on a card that gave you a splendid idea for a party? "Well, I have." Immediately you begin to weave around that card everything that could be done for an evening's entertainment; how old games could be made new with new titles adapted to the party's theme; decorations and oh, ever so many other things that could be done to carry out the "title" of your card.

This is a good way to plan a Valentine Party that is just a little "different." In one such instance a leader made a visit to the card shops and found a valentine called "Cupid's Court." Around this she built her party. Each game selected became a "case" for the court, and took on an apropos name such as: Heart Divorce, Cupid's Strategy, and so on. Why not try it this year; and by all means send to the National Recreation Association for some good party or game materials, such as the following: *Parties for Special Days of the Year*, $.50; *Parties from A to Z*, $.75; *Hearty Valentine Party*, $.15; or others?

Thank-U

A recreation center has recently sent a *Thank-U-Gram* to all volunteers, interested citizens, sponsors and helpers, as a message of appreciation and a grateful acknowledgment for assistance during the year. It reads: "In recognition of the good you have done to establish a sound recreation program for the enjoyment of the citizens of Ephrata," and is signed Ephrata Recreation Center, B. J. Gaugnini, Director.

Why Buy Them?

Every child likes to wear a printed shirt. If you have any doubt about it just take a look at the chain store displays of this item.

Recreation department leaders of Auburn and Lewiston, Maine, had long wanted to use T-shirts imprinted with the department insignia, but any budget would be too small to buy shirts for hundreds of youngsters. Therefore, the arts and crafts supervisor suggested silk screening shirts right on the playground, the shirts to be furnished by the children.

At the playground director's training course we screened T-shirts and sweat shirts for the Lewiston leaders, and asked the children if they would like them. The answer is obvious. By the time a half dozen were screened, the leaders were beseiged with requests. In a matter of minutes there was a steady stream of children running home for shirts and waving them as they returned through the gate.

Girls, too, wanted them; and some girls whose mothers did not approve of T-shirts brought cotton blouses. In a matter of hours the department insignia was appearing on the streets. By the time we had visited all the playgrounds, citizens were saying "we didn't realize there were so many youngsters on our playgrounds."

On the Sunday trips around the resorts and beaches throughout Maine we began to spot the Auburn or Lewiston recreation shirts. Some of our playground children are summer residents and we printed shirts that will be worn in New York, Michigan, New Jersey, Massachusetts and many other states this fall.

This mass advertising was achieved without making a visible dent in our budget. Our maintenance department made a wood frame 22 by 14 inches hinged to a piece of ¾-inch plywood. The arts and crafts supervisor covered this frame with a No. 8 silk screen and cut the design on Nufilm, then adhered it to the silk. This, with a screening squeege, textile screen paint, a half-

dozen pieces of pressed wood forms cut to fit inside the shirts, is all the equipment needed.

Departments that have arts and crafts leaders who know silk screening can make their own equipment as we did. If your staff is not familiar with this art medium you can purchase the screen ready made from any silk screen supply house, as well as the paint and squeege, and they can teach you how to run the shirts in fifteen minutes. If the screens are properly cleaned after each run and not cut or broken they will last several seasons, making thousands of runs each year. The cost of equipment varies in different parts of the country, but should not cost over fifteen dollars including the paint. As members of the department furnished the labor, we paid out but eight dollars in each city for materials, screened roughly a thousand shirts in each community, and the screens are ready for next year. Where can you find a cheaper way to advertise your summer program?—Oscar G. Holt, *Supervisor of Arts and Crafts, Author.*

First Report, Sub-Committee on Graduate Education, *National Advisory Committee on Recruitment, Training, and Placement of Recreation Personnel.*

GRADUATE STUDY IN RECREATION

Gerald B. Fitzgerald

The report of the sub-committee on Graduate Education is based upon letters received from seven of the eleven members who replied to the request of the chairman to record their present thinking as to what the most pertinent issues are, with which the sub-committee should be concerned. It includes some references to the recreation section of the publication, *Graduate Study in Health, Physical Education and Recreation*, developed at the national conference on graduate study in these areas held at Pere Marquette State Park, Illinois, in January, 1950, and financed by the Athletic Institute. Three of the members of the sub-committee were included in the conference membership. The sub-committee report also includes data from an annual study of recipients of degrees in recreation.

Present Extent of Graduate Work in Recreation

The most recent findings of an annual study conducted by the University of Minnesota Leadership Training Division for the Training Committee of the American Recreation Society reveal that about twenty of the some fifty colleges and universities which grant undergraduate degrees in recreation also confer master's degrees in recreation, that five of them also offer doctor's degrees in recreation and that one of them in addition offers the director's degree, a mid-point between the master and the doctoral level.

Of the some 2,000 total recreation students enrolled in the fifty institutions approximately 20 per cent, or 400, are graduate students. In 1950-51, 3 persons received doctor's degrees, 6 director's degrees and some 130 master's degrees. New York University and Indiana University lead in numbers of graduate degrees conferred. Approximately 10 per cent of those receiving bachelor's degrees in recreation enter graduate study almost immediately.

Those upon whom the master's degree was conferred in 1950-51 received a median beginning salary of $3,741 in a range from $3,000 to $5,000.

It is estimated that there are over 400 persons holding graduate degrees in recreation at the present time and it is assumed that the large majority are practicing professionally.

Suggestions from Committee Members

A compilation and an analysis of replies from members of the sub-committee reveals a close association between them and the major topics treated by the Pere Marquette Conference of 1950, although but three of the members, as indicated previously, were present at the conference. This fact is encouraging for it supports the validity of the conference report and also indicates that the sub-committee members who have read the report may have been influenced by it.

The following items were mentioned by one half or more of the sub-committee members who sent in suggestions:

1. Recruitment procedures.
2. Admission requirements, with particular reference to scholarship and experience requirements.
3. Internship plans, including possibility of pre-degree service plans involving the specific agency in which the student expects to take employment.
4. Solicitation of suggestions from key practitioners in the field as to the content of graduate training.
5. Studies of placement and of placement opportunities for recipients of graduate degrees, and consideration of follow-up plans on the part of the college or university.
6. Administrative location of the graduate program in the individual college or university.
7. Principles upon which graduate study should be based

DR. FITZGERALD, *Director of Recreation Training, University of Minnesota, is author of* LEADERSHIP IN RECREATION.

and accreditation of institutions.

8. Implementation of the Pere Marquette Conference report.

9. Curriculum areas including appropriate specializations at the graduate level.

10. Differentiation between undergraduate and graduate work, including effects of the five-year program upon the sixth-year program and upon the doctoral sequence.

Several additional suggestions were made by individual members of the sub-committee but the above appear to be most pertinent.

Some of the factors such as recruitment and placement overlap with the work of other sub-committees, but it can be assumed that the total Advisory Committee will coordinate or eliminate these overlaps.*

All of the above items were discussed at the Pere Marquette conference and recommendations were made regarding them. Thus one of the first tasks of the sub-committee is to re-examine these recommendations and to possibly amplify them and certainly to develop means of implementing them.

In addition to what has been listed above, it appears that the following must be included as important items for sub-committee consideration:

1. Qualifications of the graduate faculty.
2. Research grants for faculty and students and scholarships and graduate assistantships for students.

Plan of Action

The task of the sub-committee needs to be organized on the basis of a plan of action and a division of work among the members. Dr. Harry Edgren, Professor of Recreation at George Williams College, has accepted the vice-chairmanship of the sub-committee and a secretary will soon be selected.

Committee Members

Dr. Gerald B. Fitzgerald, University of Minnesota
Dr. Jackson M. Anderson, Purdue University
Edith Ball, New York University
Dr. W. C. Batchelor, Ohio State University
Fred M. Chapman, State Division of Public Instruction, Minnesota
Dr. H. D. Edgren, George Williams College
Francis W. Hartzell, Chambersburg
William J. Tait, Florida State University
Charles F. Weckwerth, Springfield College
Sterling S. Winans, Sacramento, California
Dr. A. E. Weatherford, North Carolina State College

* Dr. Paul Douglass, chairman of the National Advisory Committee, appointed Dr. John Hutchinson, vice-chairman, to act as project coordinator. The chairman of the five sub-committees have been asked to submit their proposed lists of assignments to Dr. Hutchinson who will advise when duplication appears.

Girls' and Women's Recreation Activities

Helen M. Dauncey

It is generally agreed that girls everywhere have certain basic needs. Many of these which can be met through our recreation programs are:

1. The need for understanding counsel and firm friendships from adults whom they like.
2. The need to understand themselves and why they act and feel as they do, especially in the early teen years.
3. The need to understand relationships with others—parents, brothers and sisters, girl friends, boy friends.
4. The need to be considered responsible, useful and important.
5. The need for identification with their own community.
6. The need for skills and the "know how" which gives self-confidence and social poise.
7. The need for setting up goals for the future and in understanding their role as women in the world.

Ways of Meeting These Needs

Through a rich and varied program of physical activities, rhythmic activities, creative experiences in the realm of music, drama, arts and crafts and nature activities; for all these develop skills and build for future interests.

Through social programs which bring personality development and the ability to get on well with others.

Through service projects which develop consideration for others and a sense of community responsibility.

Through serving on committees and councils which develop a sense of personal responsibility and an appreciation for democratic procedures.

Through discussion groups which provide an opportunity to talk over some of their problems.

Through developing a program which emphasizes the role of homemaker.

The Job of a Leader

To encourage participation in the early years. We need many, many more programs for the seven- to twelve-year-old girls. The ground work laid in childhood determines to a great extent whether the teen ages are happy or unhappy ones. They can be years of fun and high adventure or of unhappiness and despair. These adolescent years are determining what kind of a woman is being developed.

Our goal should be richer living and extended horizons for all girls and women in our programs.

Our job is to provide activities and programs so attractive and so suited to their needs that they will take it, like it and come back for more.

Books and meetings will never do it. It will come only through real leadership.

Conservation Please!

Pearl Chase

WE INVITE you to enlist with us where it will do the most good, on the conservation side, in a campaign to insure the fertility of our land, the productivity of our forests; to protect our rivers and seashores from pollution and preserve our natural beauty and interesting wild life. These are the natural resources which you have enjoyed and which have attracted and sustained millions of men, women and children. But. . . .

Our great resources are dwindling because we, the citizens to whom they belong, have been wasteful and destructive beyond belief. Thoughtlessness, carelessness, ignorance and selfishness have been, and are, the great destroyers, the cause of wanton waste, disorder and ugliness. Two wars and the present rearmament and foreign aid programs have created unprecedented demands upon both renewable and non-renewable resources. Forced productivity is usually uneconomical and wasteful. Various extra-ordinary governmental programs have been devised for promoting or controlling production of mines, oil wells, agricultural, forest and grazing lands, and the distribution of water and power. Some programs have been very beneficial, others have become the tools of the selfish, or of those who do not remember that they must plan for the greatest good for the greatest number for the longest time.

Assurance has been given, by leaders in their fields, that conditions can be greatly improved; this being so, we believe that we must not continue to lose assets which cannot be replaced. We must not neglect matters of the utmost importance to us, to our children and to the ultimate destiny of the country in which we live.

Let's Co-operate

Experience has shown that volunteer or citizen groups with high standards have much to contribute to conservation movements—including Soil and Water Conservation, Fire Prevention, Safety and Outdoor Good Manners—both at the state and at the local level, by encouraging co-ordination of planning and cooperative effort. Governmental agencies may be compared to the spokes of a wheel; from a central hub each gets its authority, the scope of its activity and its financial support; but the central government does not provide a rim to the wheel which will insure smooth operation, that is, cooperation between different departments or divisions of departments at the operating level.

An alert and representative citizen group including parents, teachers, business men, agriculturists, leaders of youth organizations and outdoor clubs, club women, officials and others interested in community welfare, can bring representatives of administrative agencies together. Under competent and interested leadership, all can work to promote better understanding, long-term planning, more effective service, and at the same time develop citizen support for worth-while projects.

You are urgently requested to:

1. Make every effort to increase attention to conservation education and activities.

2. Encourage and cooperate with others of similar aims in school and community.

3. Take advantage of Conservation Week to tell, by every means of publicity at your disposal—meetings, press, radio and exhibits—the importance of the conservation of natural resources to the state, community and family.

The California Conservation Council, for example, includes leaders of organizations concerned with the conservation of natural resources, educators and federal and state officials. Anyone interested is welcomed as a member. It is non-political, and neither proposes nor endorses legislation. Its objects are to promote conservation education and encourage cooperation in conservation efforts. It sponsors conferences, California Conservation Week, a Conservation Education Committee and a year-round outdoor good manners campaign. It prints and distributes numerous leaflets, which cost but one or two cents apiece. If you care to send ten cents in stamps or coin, to the Council at 912 Santa Barbara Street, Santa Barbara, California, you will receive, in return, the latest Program Guide and Leaflet List, and at least three selected pamphlets, such as *Soil Conservation*, *Outdoor Good Manners*, *State Emblems* or *Common Land Birds*.

AUTHOR *is executive vice-president of the California Conservation Council.*

From "Conservation Please!" by Pearl Chase, *California Parent Teacher*, January, 1952.

A Pattern Program for Rural Areas

Don Keown

WHENEVER non-metropolitan counties on our country's West Coast decide to set up a wholesome recreation program for their young people, without exorbitant costs, they are likely to look toward California's Merced County for their model.

This progressive county is located in the fabulously fertile San Joaquin Valley, an area which has seen an amazing agricultural and industrial development in recent years. With this growth has come an influx of population, and a resulting problem of juvenile delinquency.

The county's board of supervisors, a couple of decades ago, had set up a parks and recreation commission with advisory powers to aid them in promoting play facilities. Later, a recreation director was appointed to coordinate the program. But, by early 1949, it was apparent to the supervisors and their commission that these efforts simply were not enough to meet growing recreation requirements.

Therefore, board members announced that a special recreation levy would be tacked on the 1949-50 county property taxes; and it was decided that this additional levy would be set at ten cents on each one hundred dollars of assessed valuation. Funds thus raised would be earmarked for capital outlay expenditure for recreation purposes only.

The announcement of the additional levy came at a time when the farmers of the county were already up in arms over their growing property tax load. Some observers were predicting a small-scale rebellion; but, surprisingly enough, the special recreation tax gave rise to practically no protest. Most farm leaders were in agreement that there was one thing upon which they could not afford to economize—the welfare of their children.

At this time the supervisors also employed a new recreation director—an energetic young home town man named Pat Cosentino who lost no time in mapping out, with the recreation commissioners, a blueprint for the spending of the special funds.

First, the county was marked off into fourteen recreation areas. Boundaries were so drawn that each area included one principle town, or unincorporated community center and the territory for which it served as a trading center.

Next came the touchy problem of distributing the capital outlay funds among these areas. It was finally agreed that the fairest method would be to allocate to each of the areas the amount which was being raised by the ten-cent levy upon the assessed valuation within its confines.

Cosentino then plunged into the arduous task of setting up local recreation committees in each of the fourteen areas. Precautions were taken to make certain that all sections of the area, urban and rural alike, had representation on the committees. To these was handed the power of actually deciding how their area's capital outlay allocation was to be spent. Over-all plans were required to be submitted to the county commission for approval. However, that body's interest was directed primarily toward making certain that the expenditures were limited strictly to capital outlay, and were within the realms of practicality.

This ten-cent levy raised approximately $63,000 for capital improvements in 1949-50. In addition, the county spent another $18,600 on the salaries of the director, his secretary, and his assistants, and for materials and supplies for the regular recreation programs.

An important principle of the capital improvements program was the requirement that all the areas sharing in the benefits also show an inclination to help themselves. Before spending their county allocations, the people residing within the areas were instructed to first raise local matching monies, or to donate labor of an equivalent value. It is interesting that the residents of every one of the recreation areas pitched in enthusiastically to raise funds or set up labor pools.

An improvement in the county's recreation offerings to its youth became almost immediately apparent.

Two of the larger cities used their allocations to help finance the construction of swimming pools. Previously, there had been but one public pool in the entire county. New baseball and softball diamonds sprang up, and lights were provided for fields al-

ready in existence, to make night play possible.

Tennis courts were constructed, repaired, and lighted. Playground equipment was installed in parks and on school grounds. Picnicking areas received new barbecue pits, tables and benches. Empty buildings were remodeled to serve as teen-age canteens.

It was recommended to the local committees that the spending be largely concentrated on the principal community center located in each area, because too wide a dispersal of the spending might defeat the purpose of the program. On the other hand, rural school grounds and the smaller population centers were allowed a small proportion of the county grants.

So successful was the program that county supervisors, in the 1950-51 fiscal year, once again levied the ten-cent tax for special recreation purposes. In addition, board members indicated that they planned to continue the appropriations for a five-year period, during which time, they stated, the county's recreation facilities would be built up to the point where the needs of the growing population could adequately be met.

Those recreation areas which did not spend all of their 1949-50 allocations were allowed to carry such monies over into the next fiscal year. Some local committees thus decided to allow their appropriations to accumulate over a period of several years, so that they could engage in improvements on a major scale.

Also the spending of the local recreation committees during 1950-51, was sharply slowed down by the federal government's construction controls. Even so, these bodies are continuing as best they can under the circumstances to provide for the recreation requirements of their people. The emphasis continues to be upon improvements which will be of particular service to the county's smaller fry.

How effective has the program been? Asserts the director: "We've reached the point now where every community in the county, regardless of size, has something to offer to its children and young people in the way of wholesome recreation. As a result our youngsters find it possible to have fun without being destructive or reckless."

Says Vic Reich, Merced newspaper publisher who heads the county recreation commission: "I think the program is a wonderful example of democracy at work, with the county giving a helping hand to those communities first willing to donate their own money and time to the cause."

Harry Schmidt, chairman of the board of supervisors, and himself a prominent farmer, states that complaints from taxpayers over the funds spent for recreation facilities "have been just about non-existent. I wish we could get the same kind of public support behind all of our actions."

Sheriff N. L. Cornell, however, has the last word: "Law officers of the county realize that because of these expenditures we are saving money on our own budgets. If those kids weren't playing basketball or baseball, some of them would most certainly be in our juvenile detention home instead."

International Theatre Month*

The production of dramatic scripts, concerned with immediate international issues and aimed at a better understanding among the peoples of the world, was a part of the nation-wide pattern of International Theatre Month, March 1952. Between California and New York lie three thousand miles of varied terrain. No less varied were the ways in which hundreds of theatres across these miles emphasized the fact that "the theatre serves international understanding" and brought to an ever-widening public that sense of community which contributes to the building of peace.

ITM was launched in 1949 by the joint action of the American National Theatre and Academy and the Panel on Dramatic Arts of the U. S. National Commission for UNESCO to provide a framework for nation-wide participation among theatre groups in UNESCO activities. Because it is both simple and flexible, the idea was immediately successful, and in each succeeding year an increasing number of community, college, university, high school, and children's theatres have taken part.

The variety and scope of community participation and of ingenious ideas for emphasizing the basic note of international understanding are described in *Curtain Call**.

What Recreation Leaders Can Do

1. Send for information on promotion, play lists to ANTA, 245 West 52nd Street, New York 19, New York.

2. Send for the stunning ITM poster to display in the lobby of your center, also for pamphlets, listing of scripts, film strips and so on, to: UNESCO Relations Staff, Department of State, Washington 25, D. C.

3. *Produce* a play, pageant, or program involving music, dance, cinema, radio, or television in any of the categories enumerated in these materials.

4. *Cooperate* with other organizations in your community concerned with UNESCO activities, such as libraries, museums, and civic groups.

5. Publicize your production as a part of ITM, stressing visual displays. Get your arts and crafts groups busy making ITM posters.

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* From *Curtain Call for '53*, U. S. National Commission for UNESCO, Department of State, Washington 25, D. C.

People and Events

• Henry D. Schubert, superintendent of the recreation division, Dearborn, Michigan, is spending four months in Germany this winter, assigned by the United States State Department to inspect, review and report on recreation programs in German cities. On leave of absence from Dearborn, he will be stationed at Frankfort and Munich, in the office of the United States High Commissioner for Germany. Mr. Schubert has served in his present position in Dearborn, since 1930. After World War I, he helped organize recreation programs in many states, as a member of the National Recreation Association field staff.

• Dr. Howard G. Danford, director of physical education for men at Florida State University in Tallahassee, has been elected president of the College Recreation Association, a national organization of colleges and universities offering recreation courses in their curriculum. He will serve during the 1952-53 year, and succeeds Dr. John Hutchinson of Columbia University. During the current year Dr. Danford served as association secretary-treasurer. He has a wide background in recreation education and served as president of the Florida Recreation Association in 1951. He is a member of a number of national honorary and professional groups and author of several books and many papers in the field of collegiate recreation.

• Wm. W. Wells, has been recently promoted by Governor Kennon, from assistant director to director of Louisiana State Parks Commission. He served previously as director, following World War II.

• Delegates to the Seattle Recreation Congress will be especially interested to know that Bill Shumard, representative of the National Recreation Association in the Pacific Northwest District, and his wife Dottie announce the arrival of Joseph Scott Shumard on Armistice Day, 1952.

• Tam Deering, former director of recreation in Cincinnati, returned from an extended assignment in Austria for the United States Government. He has established his own recreation consultation service in Seattle, Washington.

New Appointments

Among appointments to new positions as recreation superintendents, directors, or assistant directors, during October and November—as reported by the National Recreation Association Personnel Service: James B. Tyler, Kingston, Rhode Island; James E. Nadaway, Biloxi, Mississippi; Arthur E. Center, Howell, Michigan; Paul H. Wirth, Chicopee Falls, Massachusetts; Lucille E. Stewart, Los Angeles, California; Ralph M. Studebaker, Pulaski, Virginia; Richard W. Ferguson, Leadville, Colorado; Charles J. Reitz, Yuma, Arizona; Stanley H. Coulling, Moorestown, New Jersey; Harry H. Feldman, Port Huron, Michigan.

A few among many other appointments are: William J. Bub—executive director, Corning Youth Bureau and Recreation Commission, New York; Everett E. Peel—athletic director, recreation department, Iowa City, Iowa; Phyllis Johnson—recreation worker, recreation department, Winston-Salem, North Carolina; Shirley M. Bessey—recreation specialist, Kansas State Agricultural College; William D. Barbour—athletic director, Crispus Attucks Association, York, Pennsylvania; Mary J. Albert—ARC aide, Army-Navy Hospital, Hot Springs, South Dakota; Esther E. Mizell—service club director, U. S. Army Special Services; Doris E. Taylor—girls' worker, Lincoln Center, Poughkeepsie, New York; Helen M. Quigley—nature specialist, recreation department, Danville, Virginia; and two recreation supervisors for community recreation departments—Grover C. Keeton, San Antonio, Texas, and June Blair, Fort Lauderdale, Florida.

Honored for Service

William G. Robinson, who in September retired from active recreation service as an assistant in community organization for the extension service, University of Michigan, was honored by the Michigan Recreation Association at their meeting in Flint, December 4—5. The association presented him with a plaque and a scroll in appreciation of his many years of fine recreation service to the cities of that state. "Robbie," as he is known in the recreation field, served on the staff of the National Recreation Association from August, 1919, to September, 1941, during which time he was instrumental not only in making more recreation opportunities available for many people but in the training of recreation executives.

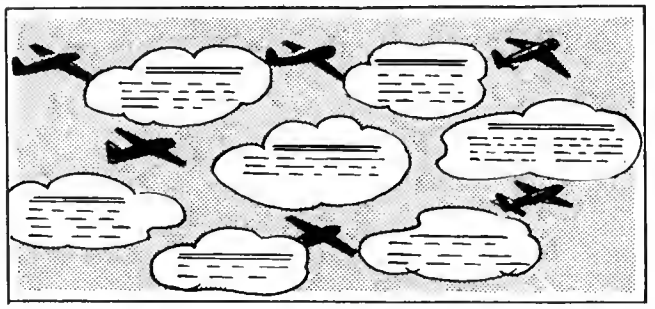
European Trip

A European trip for Ford employees is being sponsored by the Ford Employees Recreation Association; and the constitution of this group is elastic enough to include all Ford employees throughout the country—also those members of their immediate families living in the same house. The fifteen-day trip is scheduled to begin April 10, 1953, with a return date of April 26.

There are three plans available, the most expensive of which will total $550 for the round trip and a two week's tour in Europe.

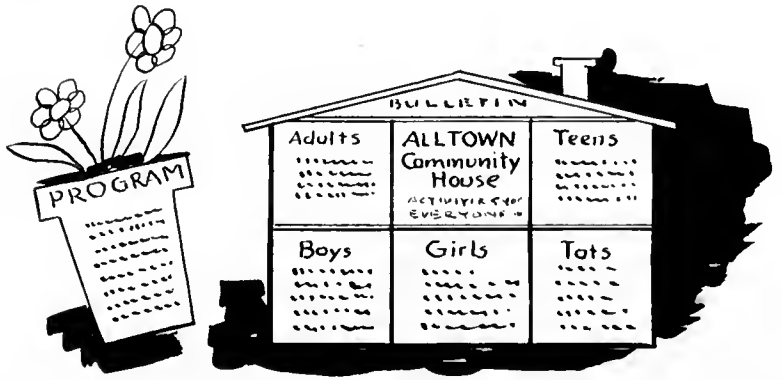
Recreation Veteran Dies

Miss Florence L. Blanchard, supervisor of women's and girls' activities for the Canton Recreation Board is mourned in Toledo, Ohio, where she died recently from coronary thrombosis. Miss Blanchard had been associated with the recreation board since 1927, and it was through her efforts that women's and girls' activities were so successful in that city.

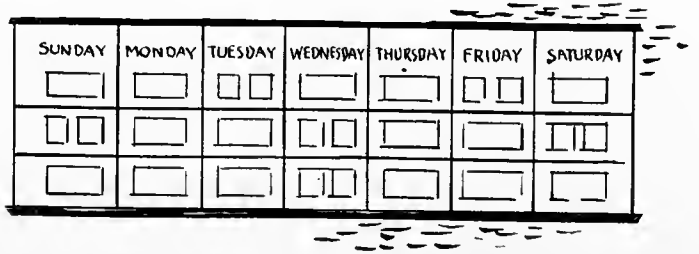


5—Airplane silhouettes cut from foil paper and white paper clouds listing daily activities are mounted on a sky blue background.

6—Heavy paper or corrugated cardboard, curved slightly to make it stand out from the board, is used as a flower pot which holds artificial flowers. The special programs or daily activities are printed on the pot.



7—Activities for various age groups are listed by group instead of by day on this more permanent display.



8—Colored construction paper posters list daily activities under the name of each day for a more formal bulletin board. Letters may be cut out of wood and permanently fastened to the board.

(Fold Back)

Recipes for Fun

Bulletin Boards

YOUR bulletin board is showing—at least, it should be—and to help you to make it show to the best advantage, these general suggestions and novel ideas are offered.

• The location of the board is of major importance if it is to fulfill its purpose, which is to attract the attention of the largest possible number of people.

—It should be prominently and conspicuously placed where the flow of traffic is heavy, preferably in the vicinity of the entrance to the building; however it should not be located where people who stop to read it will cause a traffic block.

—It should be placed at a height which will enable the majority of viewers to easily and comfortably read the information posted upon it.

—It should be well lighted at all times.

• The board should be attractive and in harmony with its surroundings—after all, it is part of the interior decoration of the center—and it can be eye-catching without being garish.

—The actual shape of the board should suit the wall area on which it is placed; although rectangular boards are most commonly used, in some cases a square, round, or irregular shape board is more congruous.

—It should be of adequate size to hold all the necessary information neatly within its borders.

—The appearance of an otherwise attractive board may be completely spoiled by having an overflow of signs, slips of paper, posters, or notices tacked on the border or in the area outside the board itself.

—Colors used for the background of the board and the material placed upon it should be harmonious.

• Material used in construction of the board should permit displays to be attached and removed quickly and easily.

—Soft wood, cork, and celotex all take thumbtacks and pins readily.

—Hardwood may be covered with burlap, monks cloth, oil cloth, velvet, or other fabrics to which displays may be pinned. Some of the new coarsely woven meshes and fish net materials or chicken wire make very interesting backgrounds for mounting displays.

• Arrangement of posters or notices on the board should have some definite plan or order.

—Group them according to activities for each day of the week; age groups for which they are planned; type of activity such as sports events, craft activities, club meetings, special interest groups, and so forth.

—Use of a unified, over-all theme for the board helps to make it more attractive and interesting.

• Material should be firmly and neatly attached to the board.

—Use enough tacks, pins, or tape. One poster which sags, bulges, or hangs by one corner can spoil the appearance of the whole board.

• The information on the board should be timely, correct, clearly stated.

—It should be changed often and all out-dated material removed. *This is important!*

—Lettering should be neat and large enough to be easily read, spelling correct, and wording concise so that the reader gets the main points at a glance.

• Having more than one board, so that the different kinds of information can be separated, simplifies the planning and arrangement of material to be put up and improves the general appearance of the board.

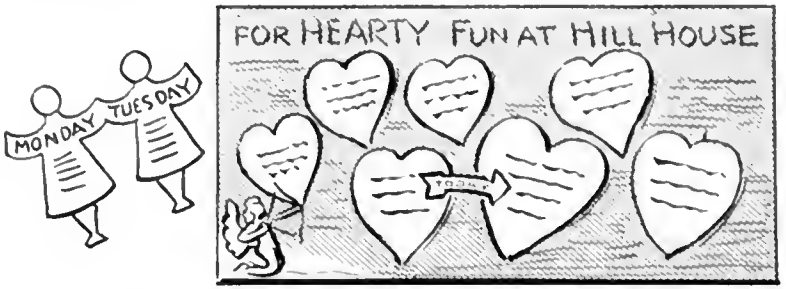
—One large board for current daily programs, placed so that anyone coming into the center can see what activities are offered.

—One small board for various and sundry notices, official information, and so forth.

—Special interest boards for activity rooms and lounges—current news events; historical events; hobby group items; names of tournament winners; contests; interesting people, occupations, or places; craft, music, and sports activities and personalities; and so forth—may be effectively used.

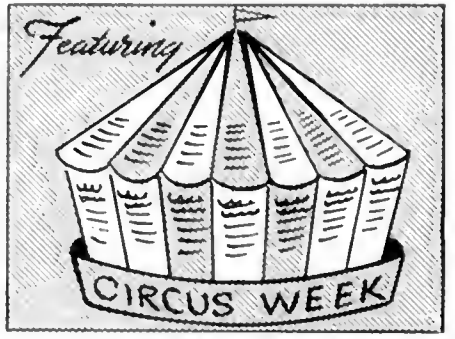
(Fold Along This Line)

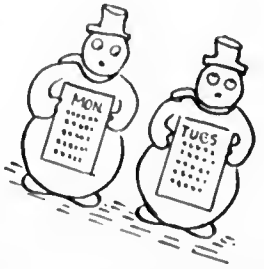
1—A special holiday theme is attractive and easy to plan. The Valentine's Day board shown here features seven hearts—one for each day of the week—containing the scheduled events; and a cupid in one corner with a bow and an arrow which is moved daily to point out that day's program. Figures are cut from colored construction paper.



2—Jumbo paper doll figures are cut from newspapers. Lettering is done in brightly colored poster paint or crayon.

3—Circus or carnival scenes make gay and interesting bulletin board themes. This one has a carousel with seven colored sections in the top—each one telling of the activities for one day. Carousel top and bottom are made of different colors of plain cotton cloth; for a more elaborate board, horses cut from figured calico or gingham may be added. Lettering is done on cloth with poster color or crayon.





4—Snow man figures on this board are cut from sheet cotton pasted on wrapping paper backing. Scarves, hats, and features are cut from colored construction paper. Daily activity schedules are painted in colors on plain white paper.

Personnel

• The National Advisory Committee on Recruitment, Training and Placement had a busy afternoon at its first annual meeting, at the National Recreation Congress in Seattle. Dr. Paul Douglass, Chairman, complimented the forty members present on the amazing accomplishment which had been made in a few short months with the work being handled entirely through correspondence. Mr. Prendergast welcomed the group and explained that the committee belonged to its members and could become just as important as they cared to make it. Mr. Sutherland analyzed the make-up of the membership and reviewed its organizational structure and method of operation.

The main purpose of the meeting was to hear the reports from the five subcommittees. This was important for several reasons. First, it was necessary to eliminate duplication, and second, to decide on priority projects and clear the way for the committees to proceed with their work. Because the committees supplement each other, there is bound to be overlapping and duplication. To take care of this problem, Dr. Douglass appointed Dr. John Hutchinson, as vice-chairman of the committee to serve as project coordinator. The five sub-chairmen will submit their lists of assignments to him, and he, in turn, will advise when duplication of any kind appears.

The sub-chairmen gave excellent reports which are being published in RECREATION magazine. Dr. Douglass's article, in the November issue, interpreted the over-all purpose of the committee. The report of the sub-committee, Undergraduate Education, by C. K. Brightbill, appeared in December. The statement for the sub-committee, Graduate Education, by Gerald B. Fitzgerald, will be found in this issue on page 483.

Reports by Verna Rensvold, Garrett Eppley and Russel Foval, working respectively in the fields of recruiting, in-service training and placement, will follow in later issues. A number of very urgent and timely projects are under way and small units and task forces are hard at work on a variety of special assignments.

Other items on the agenda were discussed, some of which will require considerable follow-up and exploration. For instance, it was decided to explore the possibilities of having direct representation from the recreation field on the Accrediting Committee of the American Association of Colleges for Teacher Education. Also, Dr. Douglass will meet with us soon to consider the possibility of a National Inventory on Personnel. Mr. Fitzgerald has been urging this and, during his presidency of the American Recreation Society, appointed a committee to consider such a project. The National Recreation Association several years ago met with a committee which resulted in such a study for the field of social work. At that time, we discussed with representatives of the Bureau of Labor Statistics the possibility of their helping with a similar study for recreation and we have been encouraged since to believe that assistance could be secured. The Southern Regional Study now being conducted by the association includes, among other major items, a personnel inventory for the fourteen southern states. It is generally agreed that a National Inventory on Personnel would be most helpful at this time because so many other personnel projects depend upon this basic study. This is a major undertaking which will require cooperation between the association, the American Recreation Society and several other groups.

We were authorized to consult with the Public Administration Service in an attempt to get personnel standards in recreation leadership accepted more generally by those making classification studies for cities which include recreation positions. Since the Congress, personal conferences have been held with representatives of Louis J. Kroeger and Associates and the Public Administration Service. Also, the recommendation by Mr. Eppley's committee was acted upon favorably. This has to do with a cooperative project between the In-Service Training Committees of the National Recreation Association and the American Institute of Park Executives in the preparation of a manual on in-service training. Work has already begun on this project.

The educational committees will have much to report later since work has been under way for some time on such subjects as curriculum, campus recreation, resources, placement and field work. The Recruiting Committee has started on a number of special assignments and the Placement Committee is dealing with civil service matters and will develop materials which should improve standards of selection and placement.

It was particularly helpful to have Dr. Douglass with us throughout the Congress. As you would expect, he did a superb job chairing the meeting of the Advisory Committee on Personnel and the College Training Session. Also he made one of the major addresses at the evening general session and spoke on the work of the Personnel Committee at the general assembly Thursday morning. In all we had a good week. The National Advisory Committee on Personnel is moving forward with such effectiveness that it should give real encouragement to those concerned with and interested in the advancement of all personnel standards and in the improvement of personnel administration for recreation.

The appointment of the National Advisory Committee on Personnel is another indication of the importance and concern for the "human element" in our attempt to improve the quality of recreation services and programs. Personnel is the beginning and the end of our problems, of our failures and of our successes.

MR. SUTHERLAND *is the director of the Recreation Personnel Service of NRA.*

OLD games made NEW

Dodd Copeland

• One of the most stimulating challenges in recreational work is the devising of new games for eager youngsters. Hundreds of original games and new pieces of equipment appear every year. Few, however, stand the test of time.

It isn't easy to invent a sound, appealing, competitive game. It requires a great deal of ingenuity and know-how. A game, to endure for any length of time, must require just the right amount of skill to make it neither too hard to master nor too easy to learn—to make a youngster happy to play it and to challenge an adult to try it.

Several games, which seem to possess this combination of qualities, have recently been developed after extensive experimentation among large health education and recreation groups. Closely allied to popular individual sports, they'll soon become available to everyone interested in promoting games with carry-over value.

Chute Golf—One of these games, Chute Golf, is the answer to hard-hitting golf, without a cage, in small areas like gyms and backyards. The basic device is a regular golf ball hooked onto a small parachute (an eight-inch square piece of nylon with four short nylon rip cords) which opens in flight and keeps the ball from traveling far.

In the beginning, every time a ball was hit too often or too hard, it would break away from the chute and go flying a hundred yards or more. This weakness was traced to a direct pull on the chute, which loosened the staple connecting the chute and ball.

Additional experimentation produced the solution. When the chute was secured with a type of centrifugal attachment that made the pull come from the side, and a set screw was used to rivet the ball and chute together, the device could then take all sorts of punishment.

With the new attachment, a student could hit the most powerful sort of shot—using any club—in any sixty-foot area. The ball took off with the chute leading the flight and descended in regular parachute fashion, with the chute above and the ball below.

Its action was so true and its flight so easy to follow that it put all the other types of practice balls to shame. Naturally, the size of the parachute controlled the distance of the shot—the larger the chute, the shorter the shot. We found that a ten-inch chute proved just about right for a forty- to fifty-foot area.

Our next problem was a target for the shots. We experimented with many different types until we hit upon a large canvas backdrop with rectangular-shaped, recessed pockets. This type of suspension could catch and hold the hardest hit chute ball.

With the addition of numbers on the pockets for scoring and rubberized mat tee, the game was complete. Chute Golf, after a short demonstration, made an instantaneous hit.

Chute Golf uses flight-controlled balls.

Since the boys had to meet the chute ball well to raise it off the tee and land in one of the pockets, the game developed real golfing ability. By choosing sides and alternating the equipment, as many as eight players learned to swing a club while enjoying the competition.

Skidpins—This is another fine game developed after a long period of experimentation, and it closely simulates bowling. It is played in a small area with a fast eleven-foot linoleum alley, ten small quick-stop candle-pins (six-inch long wooden dowels with metal rings fixed in the center), and two skid-disks (five-inch wooden disks with two-inch handles).

The player slides the skid-disks down the linoleum alley at the ten candle-pins set up regular ten-pin style. Owing to the true action of the disks on the linoleum, Skidpins furnishes good training for the regular game.

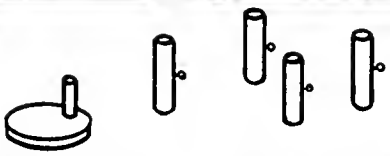
It accommodates from four to eight boys, and possesses a simplified scoring system which enables the greenest tyro to keep score. Each frame is always scored as a separate entity. There is no carry-over to the next frame in case of a strike or spare, as in bowling.

The player gets two chances in each frame. If he knocks down less than ten pins in his two chances, the total number knocked down comprises his score for the frame.

If he makes a strike he gets a "ten" for the frame plus two additional chances. His score for each extra chance is marked in the upper corner of the frame. It is thus possible to score thirty points in one frame.

On a spare, the boy gets only one

DODD COPELAND *is the physical education instructor of the Pershing Junior High School, Brooklyn, New York.*



Skidpins is similar to regular bowling.

additional chance, and his score may thus read: ten plus seven.

An inexpensive game, Skidpins eliminates the need for padded backstops and special ball racks. The equipment is made so that the disks and pins stop quickly in any small area. The pin boy sits at the end of the alley and merely blocks the pins and disks with his feet.

On Guard—A new type of fencing activity, this is another of the recently developed individual games. It consists of spearing flying disks, of various sizes, with long wooden rapiers.

There are six fibreboard disks, in the the shape of large flat rings, which vary in size from eight to four inches and possess a value ranging from five to fifty points, depending upon their size. The largest ring, being the easiest to catch, has a five-point value; while the two-inch ring, being the hardest to spear, is worth fifty points.

Fine hand-and-eye coordination is needed to spear these high-flying ring-shaped disks, and we may safely assume that this can carry over to fencing with its quick lunges and thrusts through openings.

The game may be played in singles or doubles. When played as doubles, the partners work together, sailing the disks back and forth to build up their score.

The game, incidentally, has just been put on the market by General Sportcraft Company of New York.

Pingminton—This handball in the air is the fourth game developed through experimental recreation. Its purpose is to promote interest in skilled racket-type games, through natural swinging movements with either hand. No difficult backhand shots are needed to play the game, since both right and left hands are in action.

A paddle is attached to each palm by means of elastic straps, and the players use nothing but forehand swings to keep a shuttle ball going back and forth through a rectangular frame suspended eight feet from the ground.

The shuttle is simply a ping-pong ball, equipped with a short tail to assure control. The frame is a two-by-four open net which keeps the play in close, for accuracy. Since play ends when the shuttle fails to go through the frame, there is no need for elaborate game boundaries.

Pingminton is form of handball in air.

The simplicity of the game makes it easy enough for any youngster to play. It may be played equally well in a living room or in any small outdoor space protected from the wind.

Magnecast—Fishing is one sport that everyone tries sooner or later. But the thrill of casting a line is never experienced by the drop line fishermen who merely wait for a bite rather than strike out for one.

Magnecast develops casting ability with a miniature rod and line to which a magnet is attached to catch metal fish. The quick action reel attached vertically to the rod makes possible an accurate ten- to fifteen-foot cast. The magnet is then maneuvered to attract large and small tin fish out of a shallow, wide-mouthed fish bowl.

Since the fish are numbered according to size and difficulty in handling when being reeled in, youthful casters can compete for score.

The magnets are the rounded bar type, and are simply tied to the end of the lines. Their weight is just right for short casting and they possess just enough strength to raise the tin fish.

Box Soccer—Little equipment is needed for this last game, other than a soccer ball and a ten by fifteen foot court divided in half by a center line. As in regular soccer, the use of the hands is forbidden.

Actually, Box Soccer resembles a miniature game of tennis played with the feet. The ball is returned on the bounce or volley with head, knee, and foot. A fifteen-point match provides a half hour of interesting fun for youngsters, who never realize they are learning the finer points of such a rugged international game as soccer.

On Guard, a fencing game, is played with flying disks and long wooden rapiers.

Reprinted by permission of *Scholastic Coach*, October, 1952.

This classification of the recreation needs of hospital patients is excerpted from Mrs. Hill's new book, *Starting a Recreation Program in a Civilian Hospital*. A National Recreation Association publication.

RECREATION NEEDS IN A CIVILIAN HOSPITAL

Beatrice H. Hill

All people need *some* recreation, and all patients are people. Hence, all patients need recreation to some degree.

The ultimate goal of hospital recreation is to function for every patient, whatever his needs. An ideal set-up would provide bedside diversion even for short-term residents. We must, however, recognize the budgetary and personnel limitations presently confronting recreation in civilian hospitals, and accordingly gear our efforts to "first things first," *by endeavoring to bring recreation to those patients who need it most.* Therefore, let us concern ourselves here only with the following types of patients:

Tuberculosis	Long-Term
Chronic	Child
Neuropsychiatric	Patient Undergoing Rehabilitation

The Tuberculosis Patient—Typically, the tuberculosis patient may be retarded in his cure because of: excessive boredom and lack of mental stimulation; concern for the future of loved ones and for their financial security; concentration on his own illness to the exclusion of all other interests.

Also typically, and for one or more of the above reasons, a tuberculosis patient may defy the physical limitations of his condition; often, he will discharge himself from the hospital without medical approval and jeopardize his chances for an eventual cure. Therefore, from a recreation standpoint, *it is essential to keep him occupied within the physical range of his ailment.*

The Chronic Patient—The chronic patient is separated, more or less permanently, from his family and community, and must be compensated for these losses. It is the function of recreation to make this patient feel useful and wanted again, not only for his own sake, but to make him more cooperative towards the members of the hospital staff.

The less time the chronic patient has to dwell on his illness and confinement, the less will be his worry, the fewer his complaints, and the greater his cooperation with fellow patients and staff.

The Neuropsychiatric Patient—This patient is usually hospitalized because, unable to adjust to the world of reality, he has retreated to another world of his own making. Here the function of recreation is to help entice the patient back to the real world by encouraging him to: enter group activities and thus re-establish contact with his surroundings; arrive at a better understanding of the nature of a group and how to get along with it; find self-expression and, if possible, a normal creative urge. *Recreation can be of enormous assistance to the neuropsychiatric patient in re-channeling his energies toward constructive and healthful mental and physical outlets.*

The Long-Term Patient—The long-term patient differs from the chronic patient in that there is a definite, foreseeable limit to the period of his hospital expectancy. A patient with a broken leg, who knows that he will leave when the limb is fully mended, is a long-term patient. One with a permanent injury to his spine is a chronic patient.

Recreation is the morale builder for the long-term patient. It affords him opportunities of occupying his time with interesting and entertaining activities. It also prepares him physically and emotionally for his return to out-of-hospital living. *Recreation plays a definite role in the adjustment of the long-term patient to his situation and the subsequent speeding-up of his recovery.*

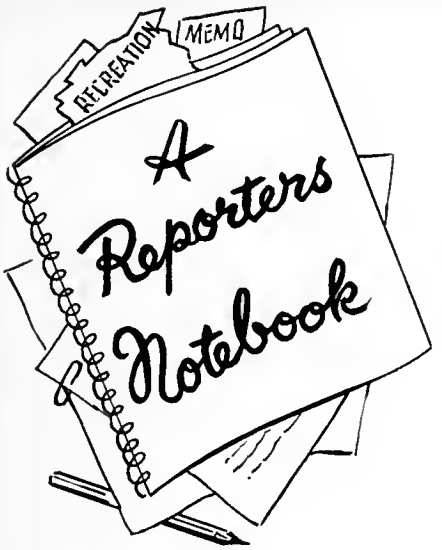
The Child Patient—The child has a particular need for happy and healthful play activity when confined by illness or injury. He often suffers an emotional shock when first hospitalized—a feeling of being cut off from his normal world.

The problem here is to provide warmth and understanding to replace loss of the love and security of the child's home environment, and to alleviate his natural fear of the hospital. *Games and toys can be as valuable as an added medicine to a child. It is up to you to make it GOOD medicine!*

The Patient Undergoing Rehabilitation—Rehabilitation is the restoration of the handicapped to the fullest physical, mental, social, vocational and economic usefulness of which they are capable.

Recreation for the rehabilitation patient has important resocialization aspects. The patient spends his time relearning the process of group living, and is taught how to get the maximum out of the physical abilities remaining to him. This work is strenuous and often discouraging to the patient at the outset. Therefore, recreation should strive to: relax the patient after his exhausting day with the relearning process; counteract the discouragements resulting from this process; provide him with new and healthful interests both for his stay in the hospital and for his return to the community. *Recreation can assist the rehabilitation patient immensely in overcoming his self-consciousness and his fear of mixing with people both inside and outside the hospital community.*

Author *is Consultant for Recreation Rehabilitation Services, Institute of Physical Medicine and Rehabilitation, Goldwater Memorial and Bellevue Hospitals, New York City.*



Senior Citizen Activity

Membership in the Golden Age Club of *Greenville, Pennsylvania,* has increased from fifty-one on December 19, 1951, to over three hundred and fifty, and attendance at each of the club's two monthly meetings averages two hundred and twenty. On the third Saturday of each month the meeting is a birthday party, honoring all members whose birthdays have occurred during the month. The local radio station sends an engineer to record the program for re-broadcast on Sunday afternoon. Featured on the programs are monthly hobby exhibits and a volunteer orchestra, whose leader is eighty years old.

City Park Improvements

The *Columbus, Ohio,* Metropolitan Park Board is endeavoring to suit the city's parks to the needs of the public. As a result of requests for permission to hold council fires in the parks, the board has constructed a "council ring" in a secluded spot in Blendon Woods. The circular stone fireplace is four feet in diameter and surrounded by inner and outer rows of log seats, anchored to the ground—twenty and thirty-two feet in diameter, seating twenty-five and fifty people, respectively. Because a barred owl hooted impressively when the first fire was kindled, the new facility has been named "Barred Owl Council Ring." It is available for use by reservation only, and adult supervision of children's groups using the ring is required.

After careful consideration, the board is permitting groups to make advance reservations for certain facilities, specifically large picnic areas. Most picnic tables have been anchored to the ground. Construction of one hundred and twenty-five new tables is planned, including several extra-long twenty-foot tables for large groups. This is an experiment, as the six- and eight-foot tables are the popular and standard sizes. Barbecue pit-type stoves for group and family use are also being considered.

"Save—It's Your Future"

This slogan will be used in celebrating the thirty-sixth annual National Thrift Week, January 17 to 23, 1953. Program materials may be obtained through local thrift institutions which are members of the National Thrift Committee, or from the committee itself—121 West Wacker Drive, Chicago. In previous years, outstanding local celebrations have been promoted by committee members in Tulsa, Minneapolis, Atlanta, Salt Lake City and other communities.

One specific type of saving is highlighted in the fall issue of the *School Savings Journal,* published by the United States Savings Bonds Division, Treasury Department, which outlines recent changes and improvements in Series E Defense Bonds. Free material is described which, although primarily for the use of teachers and school classes, might be utilized by leaders in a thrift program. A new handbook, *Teaching Thrift Through School Savings,* is available from local state savings bonds offices.

A Triumph for Cooperation

The success of the third annual International Square Dance Festival, held in *Chicago* on November 8, was attributed to the smoothness with which its sponsors worked together and with the recreation leaders of the interested colleges and midwestern cities. And the spirit of fellowship, which was the keynote of the festival, was a direct result of the five pre-festival dances. These were an innovation in 1952, introduced by the Chicago Area Callers Association, in cooperation with the Chicago Park District. Admission to the dances was free to out-of-town visitors, and visiting callers were invited to do most of the calling. Chicago Park District's Walter Roy, general chairman, reported a total attendance at the festival of more than six thousand persons, only one thousand of whom were "spectators only." As many as twenty-five hundred dancers filled the three halls of the International Amphitheater at once.

Random Notes

The recreation department of *Austin, Texas,* is celebrating its twenty-fifth anniversary this year. . . . Extra-long twenty-four-foot picnic tables are proving popular in public parks in *Miami, Florida.* Two are used in conjunction with an especially designed barbecue pit in Crandon Park, available to large groups by reservation and subject to a service fee. . . . Off-season classes of sports instruction are conducted in *Wellesley, Massachusetts,* so that beginners may learn the fundamentals before a season starts. Indoor ski classes, using sawdust or borax, were started about November 1, and tennis clinics start this month. . . . The *Louisiana* State Park and Recreation Commission was established by legislative action and approved by the governor of the state in July, 1952.

Operation Flash Bulb

Armed with cameras, film and flash bulbs, photo-teams of members of the *Toledo, Ohio's* Local Twelve, UAW-CIO, Camera Club took off recently on a novel scavenger hunt. The goal was completed eight-by-ten enlargements of six assignment shots by 10:30 P.M. The subjects assigned were an Aero Willys in a gas station, a man in navy uniform, a man fishing, a canoe ride and an old fashioned barber pole. The club meets every Monday and recently sponsored a two hundred dollar prize photo contest, with subject matter restricted to the local's own activities. (How about trying this out on *your* group of camera fiends? It sounds like fun.—Ed.)

What the People Think

Mary Lowe Smith

(Sheet given *to leaders* at last staff meeting of summer)

1—Did the training periods adequately meet the specific needs of you as a leader? Give reasons for your answer.
2—Which activities do you think need more supervisory help?
3—Of what value did you find music in your program?
4—List five activities which took place, according to their *popularity*.
5—Which age group made up your largest attendance this summer?
6—Which craft activities were most popular on your playground?
7—What equipment was needed for your program this summer and not made available to you?
8—Of what value did you find registration cards?
9—How many of the parents of your children did you meet?
10—If there was any criticism of your program, what was the chief one?
11—Do you think your playground program was varied enough to hold the interest of *all* the children in attendance?
12—In how many events could children use simple costumes?
13—How important do you feel the weekly summary of activities is to the development of the program?
14—Approximately how many *new* games did you teach this summer?
15—Was your program planned to include all ages on your playground? If you left out a group, which one was it?
16—What events did you plan and conduct for adults on your playground?
17—What are your suggestions for improving the 1953 summer recreation program?
18—How would you improve discipline if you worked another summer?
19—Have you any suggestions for improving teen activities throughout the summer and winter months?
20—What plan did you follow in trying to get children to come to your playground who had never been there before?
21—Would you like to work (check below)
1. Next summer
2. An evening for part-time recreation
3. After school for part-time recreation
4. Check activities which would interest you

.....sports	.....social recreation	.....drama
.....craft	.....square dancing	.....tiny tot activities
.....games	.....music	

22—Do you want to make recreation your career? Write to the National Recreation Association for pamphlet, *Recreation—A New Profession in a Changing World*. It's free!

HAVING repeatedly seen in RECREATION magazine and in the *Summer Playground Notebook* suggestions on evaluation of the recreation program by parents and children (see *Leadership Evaluation—A Check List*. $.25. National Recreation Association. —Ed.), we thought we might try it this summer in a small way. At least the attempt was not a complete failure because we made both youth and parents feel we cared what they thought.

For the parents we used:

How do you feel about the summer recreation program?

1. Do you feel that your children benefitted by the playground program? *"Yes"—100 per cent.*

2. Have your children learned anything new and good? *"Yes"—100 per cent.*

3. Do your children get along better with other children? *"Yes"—97.5 per cent.*

4. Do your children play at home any games learned on the playground? *"Yes"—90 per cent.*

5. What new activities would you like your child to have *next* summer?

Satisfied with the program as it was —67.5 per cent. There were 32.5 per cent who wanted some of the following activities:

Swimming on the playground

MRS. MARY LOWE SMITH, *program director of the recreation commission of Frederick, Maryland for ten years.*

Special leader for tiny tots on grounds where all ages attend
More swings for tiny tots and for older children
Weaving and more sewing
Children taught to plait rugs
A merry-go-round and jungle gym
More dancing and singing
More sports activities

Two-thirds of the questionnaires given out were returned. We tried to keep the number given out down to a minimum because the leaders were so busy with other activities.

For the youth we used:

1. Did you have fun? *"Yes"—99 per cent.*

2. Did you make anything in crafts? *"Yes"—92 per cent.*

3. Did you learn five new games? *"Yes"—70 per cent.* (The other 30 per cent were made up from a playground where the leaders were a bit on the weak side.)

4. Did you learn three new songs? *"Yes"—54 per cent.* (Here is something on which we must work next summer!)

5. Did you play in the rhythm band? *"Yes"—67 per cent.* (This was a good percentage.)

6. Did you learn any *new* dances? *"Yes"—56 per cent.* (This we felt resulted from the fact we taught some dances the children had learned in school.)

7. At home do you play any of the games you learned on the playground? *"Yes"—75 per cent.* (This we felt was very gratifying.)

8. Did you like the playground leaders? *"Yes"—97 per cent.* (The leaders collected the papers so—maybe the children weren't honest about it.)

9. What would you like to do *next* summer that you didn't do this summer? *Satisfied with the program as it was—40 per cent.* There were 51 per cent who wanted some of the following activities:

More girls' softball teams
Free swimming pools
Swimming lessons
Suit making
Weaving classes
Dancing
More boys' softball (We had a teen-age league and a midget league.)
More singing
Painting on glass (Most playgrounds did some of this.)
Modeling
A baseball team (We are not permitted to have hard ball on playgrounds.)
Making rag dolls
More plays (This can certainly be corrected.)
A wading pool
A swimming party
A man instructor (How we would like to find some men, God bless 'em, but our salaries are too low.)
More paddle tennis
More square dancing
Straw rides

In summary we might say, from these requests, that we are not doing too good a job with the teen-agers, with dramatics, nor with music.

We changed the questionnaire for youth a bit from the one published in the *Summer Notebook* because some of the above information was vital to our planning for 1953.

NRA 1953 DISTRICT CONFERENCE SCHEDULE

District	Location	Hotel	Dates	DR
Pacific Southwest Co-sponsored by California Recreation Commission and California Recreation Society.	Long Beach, California	Wilton	February 10-13	Rodney
Southeast	Macon, Georgia	Dempsey	March 11-13	Van Fleet
Middle Atlantic (including New York State)	Buck Hill Falls, Pennsylvania	The Inn	March 18-21	Faust—Westgate
Great Lakes	Fort Wayne, Indiana	Van Orman	April 8, 9, 10	Collier—Horney
Midwest	Omaha, Nebraska	Paxton	April 8-11	Todd—Lathrop
Southwest	Austin, Texas	Driskill	April 9-11	Van Arsdale
Pacific Northwest	Great Falls, Montana	To be announced	April 13-15	Shumard
Southern	Mammoth Cave, Kentucky	Mammoth Cave	April 29-May 2	Preece
New England	Newport, Rhode Island	Viking	May 12-15	Hainsworth

Recreation MARKET NEWS

Rex-Glo

Rex-Glo lace, the craftstrip that glows in the dark, was introduced at the National Recreation Congress exhibit at the Olympic Hotel, Seattle, Washington.

Rex-Glo is a development of the Rex Corporation, and the new craft lace was greeted with enthusiastic approval by recreation leaders attending the congress. Mr. Cy Vaughn, craft expert of the corporation, demonstrated the use of Rex Lace, Rex Cord and Rex-Glo at the booth during the congress, and is available for demonstrations before interested groups throughout the country. Requests for demonstrations, further information, catalog sheets, prices on products, should be addressed to the Rex Corporation, Hayward Road, West Acton, Massachusetts.

Glare-Out

A new product which makes it easy and inexpensive to coat windows and skylights with a clear, transparent blue-green tint to increase visual comfort is now available. This new product can be sprayed or rolled on windows or skylights to cut down heat and glare from the sun. Where formerly an expensive tinted glass installation was required, Glare-Out can now be used easily and inexpensively. It is permanent and will not peel, chip or wash off, so that the tinted windows may be safely washed in the ordinary way. One gallon covers up to four hundred square feet and can be put on with a spray gun or mohair paint roller. The use of a paint roller creates an attractive mottled effect.

Glare-Out is available only in gallon cans and costs $9.95 per gallon.

Additional information may be obtained by writing to the manufacturer, Fade-Proof Corporation of America, 3520 North Spaulding Avenue, Chicago 18, Illinois.

TIPS FROM OUR READERS

Getting Them Home Safely

"Get home safely." How often have you said these words to groups of children leaving the recreation center after an evening's activity. We hope they get home without mishaps; and efforts should be encouraged to reduce accidents for these youngsters. Bicycle riding is a major form of transportation for boys and girls. A bike safety program thus assumes greater importance in our efforts to reduce accidents.

Anyone who has ever driven an automobile has gone through the harrowing experience at least once, and probably many times, of having to swerve sharply or jam on the brakes when a bicyclist riding without lights or reflectors looms up in the car's path. It has been said that it is difficult to put experienced heads on youngsters and it is perhaps too much to expect them to realize the danger of pedaling their bikes on busy city streets or on the highway at night without lights.

With all the safety campaigns that are waged constantly, we often wonder why there hasn't been more emphasis on bicycle safety measures. As part of its bicycle safety program, members of the recreation staff of the Union City, New Jersey, Board of Education organized a "Lite-A-Bike" campaign. More than 260 school students brought their two-wheelers to Roosevelt Schoolyard to be equipped with Scotch-Lite, a reflecting tape, which is visable as much as a quarter of a mile away when pin-pointed by an auto's light.

Lt. Barney Halloran, operator of the police department's "Voice of Safety" car and director of the Union City school safety patrols, cooperated by instructing the children in safe bi-

cycle riding procedures and the city laws for bicycles. The students then applied the tape to their bikes. The material was put on the front forks, handle-bars, and front and rear fenders. Thus the bike became visable to the motorist when the headlights reflected light back to him. He had plenty of time to slow down and avoid a collision with the bike and rider.

Cost of the project is inexpensive. A fifty-foot roll costs $9.30—about ten-cents per bike.

The "Lite-A-Bike" campaign can aid in the recreation program, not only from the publicity the department receives, but in providing a worthwhile project which aids in our safety program. Getting them home safely should be seriously considered by recreation leaders.

HAROLD HAINFIELD,
Department of Education, Roosevelt School, Union City, New Jersey.

Listening and Viewing

Aids to Drama Program

Produced by the National Film Board of Canada, with technical advice from the Physical Fitness Division,* Department of National Health and Welfare, Ottawa, *Curtain Time* is a 16mm, thirty-minute, black and white, sound film of interest to community groups or leaders planning an amateur theatrical program. The film carries the action through casting, construction of scenery, rehearsals, costuming, make-up, the performance itself, details of ticket sales and programs and final arrangements when the performance is over. Distributed by Encyclopaedia Britannica Films, Incorporated, Wilmette, Illinois; rental for three days (film discussion guide included) is $5.50 plus shipping costs.

Produced by the same source are two film strips, *Simplified Staging* and *Simplified Stage Lighting*, each with manual, $5.00 each. Distributed by The Stanley Bowmar Company, 513 West 166th Street, New York 32. This company lists, in a special leaflet, additional teaching and reference materials in the theatre and dramatic arts fields, featuring filmstrips and slides. Available on request.

Other filmstrips, slides, records and audio-visual equipment are described in the company's catalogue, *Aids to Visual Education*, available with a 1952-53 supplement, which is a valuable reference source for educational filmstrips on many subjects.

Amateurs and professionals alike will be interested in an experimental series of three-hour, Saturday afternoon programs which will be presented by WNBC beginning on January 3. The dramatizations and musical interludes which will make up the programs for four weeks were originally carried by the British Broadcasting Corporation's radio network. A complete performance of *The Lady's Not for Burning* and a discussion of the contemporary theatre by the play's author, Christopher Fry; *Twelfth Night* and a discussion of Shakespeare's plays by Alec Guinness; Mozart's *Don Giovanni;* and *The Beggar's Opera* will be presented.

TV Note

Announcement has been made by the American Telephone and Telegraph Company, owner of the microwave and co-axial cable, that Frank Capra, well-known Hollywood film director, has been signed to produce a series of thirteen one-hour, semi-documentary science films for television. The first film of the series, *The Sun*, will be released in the fall. The moon and other celestial bodies will be the subjects of following films.

Radio Program for Teen-Agers

One of the most successful of local radio programs produced by a recreation department goes on the air every Saturday morning from the recreation center in *Baton Rouge, Louisiana.* The master of ceremonies is "Raven" Dave, local WIBR disc jockey. "Teen-Town Rally in Dave's Alley" is built around the amateur talent of teen-agers and attracts a "live" audience of between two and three hundred teen-agers for each hour-long broadcast. Any local youngster with talent can get on the program by getting in touch with the recreation department. The Recreation and Park Commission and the master of ceremonies have devoted time and effort to arranging novel events and obtaining guest artists of special interest to teen-agers. Top radio stars, prominent sports figures, well-known "jive" bands, and even a young lady who hypnotized the master of ceremonies, have appeared on the programs. Free courses in voice training have been offered to any amateur vocalist winning a weekly contest. Convincing proof of the radio show's value as a public service program, and of its popularity with the radio audience, was demonstrated when, after several months, it acquired a sponsor—a local bakery. Recently, a half-hour of the program, has been sponsored by a local merchant to present a style show which has drawn over-flow audiences.

* See "First Steps in Producing a Play," on page 405, December RECREATION.

Recreation

REPRINTS

The following articles which have appeared in RECREATION are available:

COMMUNITY RECREATION CENTER QUIZ, *October and November, 1945*—$.25

FRIENDS THROUGH RECREATION, *January and February, 1946*—$.25

SPACE FOR PLAY, *Harold L. Ickes, July 1946*—$.10

RECREATION GUIDANCE, *S. R. Laycock, November 1946*—$.10

STUDY FOR THE DEVELOPMENT OF A NEIGHBORHOOD PLAYGROUND, *April 1948*—$.15

STANDARDS FOR MUNICIPAL RECREATION AREAS, *George D. Butler, July and August, 1948*—$.50

RECREATION AND THE SMALL COMMUNITY — *Suggestions for Organizing the Program for It, September, 1948* —Free

SCHOOL GROUNDS DESIGNED FOR COMMUNITY USE, *George D. Butler, Jan-ler, January 1949*—$.15

THE GROUP WORKER IN THE RECREATION CENTER. *Dr. Grace L. Coyle, March 1951*—$.10

AMERICAN MUSIC FOR MUSIC WEEK, *Dr. Philip Gordon, January 1952*—$.10

BLACKTOP FOR APPARATUS AREAS? *April 1952*—$.10

PHOTOGRAPHY IN THE RECREATION PROGRAM (P 110), *Irma Webber, April, May, June, 1952*—$.50

RECREATION SALARIES (P 69), *September 1952*—$.35

ARE HIGHLY COMPETITIVE SPORTS DESIRABLE FOR JUNIORS (P 164), *December 1952*—$.15

NATIONAL RECREATION ASSOCIATION
315 Fourth Avenue, New York 10, N. Y.

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On the Campus

Betty W. Jacob

International Note

At the end of the fall term, Mr. Marshall L. Walters, professor of physical education and director of the YMCA majors at Springfield College, will join the staff of the International Committee of the YMCA. His primary responsibilities will be in Mexico, where he will organize a special educational program in administration and physical education at the University of Mexico. He will serve as special consultant in sports and physical education for the Mexican YMCA and the Mexican government. The move was effected through the efforts of a Springfield College graduate, Enrique C. Aguirre, now president of the Mexican YMCA. Mr. Walters hopes to work out a student exchange program, and to experiment with extension Springfield College courses in Mexico. He will also train officials for the coming Central American games in 1954.

RECREATION Magazine Honored

The editors of the *1953 Farewell and Hail,* the Austin Peay State College (Clarksville, Tennessee) annual, have requested one of the magazine's covers for use with others in carrying out their book's theme for this year. The college offers one course in community recreation, and sponsors a campus-wide recreation program under a social committee.

New Recreation Course

George Washington University, Departments of Physical Education for Men and Women, has announced a course in recreation, to be led by Mr. Milo F. Christiansen, superintendent of the District of Columbia recreation department. The course is designed to give actual skills training to professional recreation leaders and to individuals who wish to serve as volunteers in recreation fields.

Local News Items

From the *Physical Education Alumni Newsletter,* published by the School of Physical Education and Athletics of Pennsylvania State College, comes news that the students who graduated in the recreation curriculum last June have received the following appointments: *Patricia Barfield,* assistant director and supervisor of girls' activities, recreation commission, Easton, Pennsylvania; *Donald M. Cook,* recreation director, Carlisle, Pennsylvania, on military leave; *Naomi R. O'Neil,* assistant director, community centre, recreation department, Pittsburgh, Pennsylvania; *Hope Powell,* in charge of Y teen and camping, YWCA, Grand Rapids, Michigan; *Mary L. Transue,* camp and program director, YWCA, Washington, Pennsylvania; *Marilyn Williams,* instructor in recreation and rural recreation specialist, University of New Hampshire.

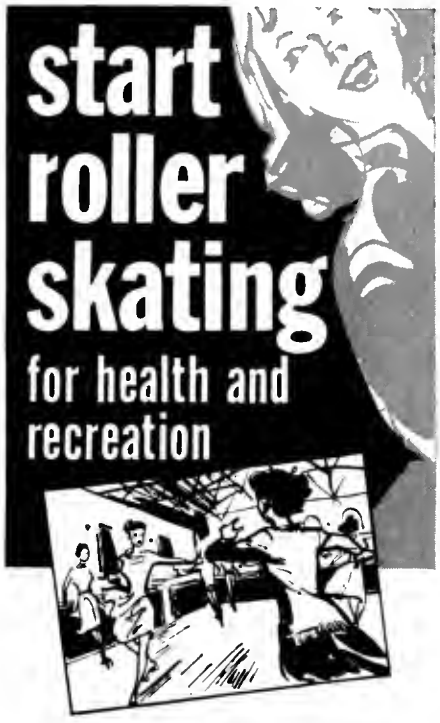
Recipient of a Master of Science degree in recreation in 1952, was *Francis Hartzell,* who is director of recreation in Chambersburg, Pennsylvania. Mr. Hartzell is the author of "At Peace with Yourself," which appeared in RECREATION, November, 1951.

A third *Newsletter* note concerns still another RECREATION author—*Joel C. Holiber,* who wrote "It's a Cold Day for Hiking," January, 1952. Mr. Holiber has been appointed assistant in the School of Physical Education and Athletics. He was also one of three persons named to represent the School of Physical Education on the Graduate Students' Council, plans for which were outlined in September, at the first Graduate School convocation at Penn State.

* * *

Won't you send us your local notes? Personal items and news of recreation curriculum activities on your campus.

MRS. JACOB *is secretary of the editorial department,* RECREATION *magazine.*



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at low cost and upkeep

It's easy to start a roller skating program! It's a healthful exercise and the popular way to build strong bodies. A favorite with boys and girls and budget planners, too . . . roller skating makes a grand co-recreational activity. Handles the largest groups quickly and easily. Halls, gyms, or any large floor area make fine roller rinks. Invest in health and fun this season.

Rubber Tire Skates
FOR USE ON WAXED FLOORS IN
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WHEELS ABSOLUTELY GUARANTEED NOT TO MAR, SCRATCH OR DAMAGE

Rink clamp skates developed by CHICAGO specially for skating on waxed floors. The rubber wheels are ideal for use on tile, ballroom floors or any highly waxed surface. Will not harm or mark.

Write Now to the Leader in Rink Skates on How to Start

"CHICAGO"
ROLLER SKATE COMPANY
The Choice of Champions . . . for over 45 Years
4490 West Lake Street—Chicago 24, Illinois

Books Received

BLOCK PRINTING ON FABRICS. Florence Harvey Pettit. Hastings House, Incorporated, New York. $5.00.

CHILD AND HIS PLAY, THE, Hazel Kepler. Funk & Wagnalls Company, New York. $3.75.

CHILD PSYCHOTHERAPY. S. R. Slavson. Columbia University Press, New York. $4.50.

COINOMETRY, Robert V. Masters and Fred Reinfeld. Sterling Publishing Company, Incorporated, New York. Popular edition $2.50; de luxe edition $3.50.

CREATIVE DRAMATICS FOR CHILDREN, Frances Caldwell Durland. The Antioch Press, Yellow Springs, Ohio. Cloth $2.75; paper $1.50.

FIRST BOOK OF BRIDGE, Alfred Sheinwold. Sterling Publishing Company, New York. $2.00.

HISTORY OF VALENTINES, A, Ruth Webb Lee. The Studio Publications, Incorporated, New York. $5.75.

JOHN AND THE CHESS MEN, Helen Weissenstein. David McKay Company, Incorporated, New York. $2.75.

NEW GAMES FOR 'TWEEN-AGERS, Allan A. MacFarlan. Association Press, New York. $3.00.

OFFICIAL ALL SPORTS RULE BOOK, THE, edited by H. V. Porter. A. S. Barnes and Company, New York. Paper, $2.00.

ONE HUNDRED AND ONE BEST GAMES FOR GIRLS, Lillian and Godfrey Frankel. Sterling Publishing Company, New York. $2.00.

ROBERT MOSES: BUILDER FOR DEMOCRACY, Cleveland Rodgers. Henry Holt and Company, New York. $6.00.

SING A SONG OF MANNERS, Marion Jollison. Hart Publishing Company, Incorporated, New York. $2.00.

SOCIAL WELFARE FORUM, 1952. Official Proceedings, 79th Annual Meeting National Conference of Social Work. Columbia University Press, New York. $4.75.

SPORTS FOR RECREATION, edited by E. D. Mitchell. A. S. Barnes and Company. $5.00.

STEEPLECHASING, John Hislop and John Skeaping. E. P. Dutton and Company, Incorporated, New York. $7.50.

Pamphlets

ACTION! FOR A BETTER COMMUNITY. National CIO Community Service Committee, 1776 Broadway, New York. $.25.

AGATIZED RAINBOWS: A STORY OF THE PETRIFIED FOREST, Harold J. Brodrick. Petrified Forest Museum Association, Holbrook, Arizona. $.25, by mail $.30.

FIFTY TERRIFIC TRICKS, Joseph P. Todd. Hart Publishing Company, New York. $.50.

DOG CARE. Boy Scouts of America, 2 Park Avenue, New York 16. $.25.

FRIENDS AROUND THE TOWN, Besse Kranz. Girl Scouts of the U.S.A., 155 East 44th Street, New York 17. $.35.

GROUP PROCESSES IN INTERGROUP EDUCATION, Jean D. Grambs. The National Conference of Christians and Jews, 381 Fourth Avenue, New York. $.25.

ICE HOCKEY. Amateur Hockey Association of the United States, New York. $1.00.

IT'S YOUR HOSPITAL AND YOUR LIFE, Lucy Freeman. Public Affairs Committee, Incorporated, 22 East 38th Street, New York 16. $.25.

LEGEND OF THE NAHA STONE, THE, translated by Reverend Stephen Desha, Sr. Hawaii Natural History Association, Hawaii National Park, Hawaii. $.25.

MUNICIPAL LIABILITY INSURANCE AS IT APPLIES TO PROGRAMMES OF RECREATION. Community Programmes Branch, 206 Huron Street, Toronto.

NEVADA STORIES IN PICTURES, Hamilton A. and An L. Higbie. Silver State Press, Incorporated, Reno, Nevada. $1.50.

PARTY IDEAS, Nina and Irene Sackett, 204 West Newark Street, Ithaca, Michigan. $2.50.

PUBLIC RELATIONS FOR GOVERNMENT EMPLOYEES: AN ACTION PROGRAM, Eleanor S. Ruhl. Civil Service Assembly, 1313 East 60th Street, Chicago 37. $2.00.

SUFFER LITTLE CHILDREN, Marion Palfi. Oceana Publications, 43 West 16th Street, New York 11. $1.50.

TRAILSIDE PLANTS OF HAWAII NATIONAL PARK, Douglass H. Hubbard and Vernon R. Bender, Jr. Hawaii Natural History Association. $.25.

TRAINING MANUAL, compiled by Forestry and Landscape Division. Department of Parks and Recreation, 1214 Griswold Street, Detroit 26.

VOLCANOES OF HAWAII NATIONAL PARK, Gordon A. Macdonald and Douglass H. Hubbard. Hawaii Natural History Association. $.50.

WORKING WIVES AND MOTHERS, Stella B. Applebaum. Public Affairs Committee, Incorporated, 22 East 38th Street, New York 16. $.25.

YOUR SAFETY HANDBOOK, Ned H. Dearborn and Bill Andrews. Science Research Associates, Incorporated, Chicago. $.40.

Magazines

JOURNAL OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION, *October 1952*

Guides for Action—1952-54, Recreation, Ben W. Miller.

Leisure Time Sports for Senior High School, Martin A. Rodgers.

Don't Rush Your Kids, Morty Morris.

Recreation and Local Autonomy.

How We Do It.

November 1952

Football Belongs in College, Thomas F. Johnson.

American Sports from the Sidelines, Frederick W. Cozens and Florence Stumpf.

Playground Equipment Maintenance.

AAHPER Recreation Policy Statement, Part I, J. Bertram Kessel.

Recreation As Your Career, Gerald B. Fitzgerald.

PARKS AND RECREATION *October, 1952*

Origin and Development of Parks, Part I, Chas. E. Doell.

The Human Value of Parks, His Excellency Jean Desy.

The Pursuit of Happiness, Nathan L. Mallison.

new Publications

Covering the Leisure-time Field

Singing Time

Arranged by Ruth Heller and Walter Goodell. Hall and McCreary Company, Chicago. $.50.

This is a collection of one hundred and fifty of the best known and loved songs of our people, with new settings. The addition of such features as descants, humming accompaniments, echo and answering effects, and vocal imitations, should make the book especially interesting to the recreation leader. The editors had in mind, particularly, "the rousing community sing, the church get-together, the camp gathering and the little knot around the piano at home," and they have carried out their purpose with taste and discrimination.

All the songs may be sung in unison, but the majority lend themselves also to four-part singing with mixed voices. Included in the collection are folk and home songs of America; songs inherited from other countries; hymns, sacred songs and carols; spirituals; patriotic and national songs; songs by famous composers; bits from minstrels and the Gay Nineties; songs of sentiment, college, fellowship and fun songs.

Dictionary of Games

J. B. Pick. Philosophical Library, Incorporated, New York. $4.75.

Here is a unique addition to your games library—a collection of 458 games and how to play them, as selected and played in England! Many of them are familiar, but with English names and variations. Many will be new to you, and will thus add variety to your indoor and outdoor game program.

The book is divided into three major sections. The first contains outdoor games, and is sub-divided into "informal" games (games of low organization) and "full-dress games" (high-organized games). The latter section contains some fascinating games seldom, if ever, heard of here—bicycle polo, shinty (a Scotch game more violent and exciting than hockey), and Korfball, a basketball-type game that can be played with mixed groups, and which has become the second most popular game (after Association Football) in the Netherlands.

The former includes ball games, "race and romp" games, outdoor tag and tug games, and outdoor tool and toy games, including English variations of marbles, hopscotch, quoits, and some often read about in English novels, such as "Conkers."

The second major section gives the rules and history of many games like basketball, badminton, water polo, rackets, and so on, and includes a special section on gymnasium games, including ball games, "romp and remainder" games and tag games.

The section on indoor games includes many of the card games (even Canasta) variations of dice, domino and dart games, parlour games, pencil and paper games and word games.

The background material given is very interesting, and the collection is written in a good-natured, informal style. The book is a nice size and attractively bound. You'll like it!—*Virginia Musselman*, Program Service, National Recreation Association.

Party Fun for Boys and Girls

Lillian S. Graham and Marjorie Wackerbarth. Prentice-Hall, Incorporated, New York. $2.95.

A real find, this party book! First, because it's fun to read. Second, because it's practical! Yes, all these parties have been tested. And they are nicely organized—parties for small fry, for girls, for boys (even roughnecks) and parties for special holidays.

The last section of the book has short but well-prepared chapters on backyard play, travel games, picnic fun for family groups, play activities for the sick child and other phases of home play.

Excellent for parents, and full of good ideas for recreation leaders looking for good party ideas for clubs, or other groups of youngsters.

Handbook for Teaching Piano Classes

Prepared by the Piano Instruction Committee. Music Educators National Conference, Chicago, 1952. $1.50.

This little paper covered book of eighty-eight pages was prepared for the use of schools; but it also presents numerous points of value to the recreation leader who is considering the introduction of group music instruction for young people or adults. Chapters on preparation of the teacher, classroom equipment, care of the piano and evaluation of teaching materials should be especially useful. In a lesser degree the chapters devoted to levels of achievement for different age groups should be of service, too, since they can be adapted to the needs of non-school pupils. The book includes a comprehensive list of colleges and conservatories in all parts of the country which now offer, or are planning to offer, courses in class piano instruction and class piano methods. One of the eleven illustrations shows a group of school principals, supervisors and teachers participating with the students in a summer school piano class at the University of Houston, Houston, Texas. —*Gertrude Borchard*, Correspondence and Consultation Service, National Recreation Association.

COMING EVENTS

1953

"These are the times when what we do today will make tomorrow. On the shoulders of today, tomorrow is borne. Yes, on your shoulders—you who lead, you who give, conscious of the confusion and guilt of today—is borne the child of tomorrow, free to work, free to speak, sing and dance, free to learn and free to join with others for the good of all. Upon your shoulders, then, the new world is lifted . . . by you who have so much to teach, so much to give."—From the 39th Annual Report of Greenwich House, New York City.

JANUARY

Start the New Year right. Circle the important dates on your calendar so that you won't forget them. Be sure to include the date to renew your RECREATION subscription or National Recreation Association membership and the 1953 National Recreation Congress which will be held September 28—October 2.

1	**New Year's Day**	Check the resolutions in this issue on pages 462-3 before you make make your own.
2-21	**March of Dimes**	*You Can Help—Join the March of Dimes.*
6	**Twelfth Night**	Have you planned a "Burning of the Greens" ceremony? See December RECREATON, page 420.
13	**Stephen Foster Memorial Day**	Plan a program of Stephen Foster music.
17-23	**National Thrift Week**	*Save—It's Your Future.* Check your budget. Plan your spending wisely.
20	**Inauguration Day**	It is appropriate to give consideration to the meaning of the Presidency—if you have a television set in your center, make this important ceremony available to your members.
24	**Gold discovered in California (1848)**	How about a Gold Miner's Frolic?
25-Feb. 1	**National YMCA Week**	Enlist volunteer leaders.

FEBRUARY

Start early to plan some gala events for this month of many gay holidays and patriotic events. Set up a corner someplace in your center where the nimble-fingered can make their own Valentines; use your bulletin boards and display cases extensively to keep people aware of their great American heritage.

1	**National Freedom Day**	"Those who deny freedom to others deserve it not for themselves and under a just God cannot long retain it."—Abraham Lincoln.
2	**Ground Hog Day**	Will the ground hog see his shadow? Try some shadow puppets with your junior groups.
7	**Babe Ruth's Birthday**	Start your plans for the baseball season early. A good baseball quiz will make a hit with boys' groups.
7-13	**National Boy Scout Week**	*The Scout Family—All Scouts.*
8-14	**American Heart Week**	*Help Your Heart Fund Help Your Heart.*
11	**Thomas Edison's Birthday**	Plan a special interest bulletin board or exhibit featuring inventions, biographical notes, quotations of this man who contributed so much to our leisure and recreation.
12	**Abraham Lincoln's Birthday**	An occasion for a commemorative celebration in honor of this great and beloved humanist.
12-22	**Americanism Week**	Reaffirm American ideals in this period between the birthdays of two of our greatest American statesmen.
14	**Valentine's Day**	Hearts and cupids, gay parties and sweetheart contests are the order of the day.
15-22	**Brotherhood Week**	"We have committed the golden rule to memory; let us now commit it to life."—Edwin Markham.
17	**Mardi Gras**	Carnivals and costume balls mark this pre-Lenten celebration.
22	**George Washington's Birthday**	A legal holiday, widely observed, the birthday of the father of our country calls for dignified observances.

MARCH

The month of the Lion and the Lamb. Get out all that outdoor equipment to be sure it's in working order—it won't be long now!

1-31	**International Theater Month**	*The Theater Serves International Understanding.* See page 487 of this issue for program ideas.
1-31	**Red Cross Fund Drive**	By Presidential proclamation, a time set for collection of funds to promote Red Cross services.
8	**Joseph Lee's Birthday**	This is not National Joseph Lee Day, which is celebrated July 7, but let us pause to remember him.
12-19	**Girl Scout Week**	*Girl Scouts—A Growing Force for Freedom.*
15-23	**Camp Fire Girls Birthday Week**	*Down to Earth.*
17	**St. Patrick's Day**	A party occasion, of course, and with the wealth of folk lore and tradition surrounding this day it is easy to plan a good, lively celebration.
20	**First Day of Spring**	It will soon be time to move your activities out of doors. Have you planned *your* spring program?

Recreation Leadership Courses

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and
Local Recreation Agencies

January, February and March 1953

HELEN M. DAUNCEY Social Recreation	Flint, Michigan January 5-6	Henry A. Lacy, Chairman, Program Committees, P.O. Box 4746, The Michigan Association of Children's Institutions, Detroit
	Lansing, Michigan January 7-8	Henry A. Lacy, Chairman, Program Committees, P.O. Box 4746, The Michigan Association of Children's Institutions, Detroit
	Detroit, Michigan January 12-13	Henry A. Lacy, Chairman, Program Committees, P.O. Box 4746, The Michigan Association of Children's Institutions
	State of North Carolina January 19—February 5	James S. Stevens, Jr., Acting Director of North Carolina Recreation Commission, Education Building Annex, Room 134, Raleigh
ANNE LIVINGSTON Social Recreation	Salisbury, North Carolina (tentative) March 2-5	Miss Dorothy Morefield, Program Director, Community Building, P.O. Box 453
	Greensboro, North Carolina (tentative) March 16-19	Miss Mabel Smith, Recreation Department
MILDRED SCANLON Social Recreation	Double Springs, Alabama January 12-15	C. B. Campbell, County Board of Education
	Guntersville, Alabama January 12-15	M. G. Rains, County Board of Education
	Rockford, Alabama January 19-22	Hubert L. Street, County Board of Education
	Chatom, Alabama January 2-29	T. B. Pearson, County Board of Education
	Winston-Salem, North Carolina February 2-5	Loyd B. Hathaway, Superintendent of Recreation, Department of Recreation
	Greenville, Pennsylvania February 9-13	Dunham V. Reinig, Director, Greenville Recreation Association
	Oak Park, Illinois (tentative) March 10-14	Miss Lilly Ruth Hansen, Acting Director of Recreation, Lake Street and Taylor
	Lanett, Alabama March 23-26	Fred W. Caswell, Director Lanett Recreation Department
	Natural Bridge, Virginia March 30-31	L. E. Kibler, Assistant Supervisor Health and Physical Education, Safety and Recreation State Board of Education, Richmond
FRANK STAPLES Arts and Crafts	Chattanooga, Tennessee January 5-15	Francis A. Bishop, Director of Recreation, Department of Public Utilities, Grounds and Buildings
	Chattanooga, Tennessee January 19-29	Francis A. Bishop, Director of Recreation, Department of Public Utilities, Grounds and Buildings
	Paducah, Kentucky (tentative) February 2-12	S. R. Dunn, Director McCracken County Recreation Association
	Louisville, Kentucky February 16-26	Kirby M. Stoll, Special Activities Supervisor, Department of Public Parks and Recreation, Central Park
GRACE WALKER Creative Recreation	Ames, Iowa February 16-19	Mrs. Elizabeth Kiser, Extension Associate in Recreation, Iowa State College of Agriculture.
	Minneapolis, Minnesota February 20-26	Mrs. Helen Parker Mudgett, Ass't Professor of Intercultural Education, University of Minnesota.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsors of the course as listed above.

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Drama Publications

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Basic Scenery for Dramatic Publications (MB 1933) 10c
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Brides of Yester-Year (P 32) 10c
A plan for conducting a pageant of wedding gowns that have been worn by brides in the community.

Charminade (P 48) 10c
An amusing rhymed playlet for twenty-two adults. The running time is about nine minutes.

Children of the Americas (P 117) 10c
A historical pagent with music, suitable for presentation by playground children.

The Children Write a Play (P 9) 10c
An account of an acting and playwriting project actually conducted with a group of eight to thirteen-year-old children.

The Community Theater in the Recreation Program (P 63) 25c
A discussion of the organization and program of the community theater, suggesting such practical ways of overcoming space and time problems as arena and script-in-hand presentations.

A Day at Nottingham (MP 13) 15c
A Robin Hood festival for children and teenagers, suitable for presentation at any time during the playground season but especially appropriate for May Day.

Drama and the Hospital Recreation Leader (P 90) 15c
Suggests many dramatic activities that are particularly suited for use in the hospital recreation program.

Dramatics for the Camp Community (MP 420) 25c
A stimulating discussion of the problems of the camp drama counsellor, with a host of imaginative suggestions for making much out of little.

Entertainment Stunts (MP 170) 15c
Simple stunts requiring little or no preparation, suitable for banquets, community gatherings, stage or platform.

A Few References on Choric Speaking and Speech Improvement (MB 1646) 10c
A useful bibliography on a subject that deserves far more attention than it usually receives in the community drama program.

Finger Puppets (P 112) 35c
Illustrated directions for making several types of finger puppets, and a short puppet play.

Fun With Charades (P 10) 10c
Charades is an excellent lead-up game for the inexperienced drama group, and gives valuable practice in the art of pantomime. These brief and simple instructions will enable any group to play the less complicated forms of the game.

How to Produce a Play 50c
Steps in play production from choosing the play to the final check-up, with suggestions for make-up, costuming, lighting and srenery.

Inexpensive Costumes for Plays, Festivals and Pageants (MP 41) 25c
A detailed explanation of many practical methods of producing inexpensive costumes that will give an illusion of authenticity.

Informal Dramatics—#2 in the "Playground Series" (P 100) 50c
A booklet designed to interpret to the playground leader the forms of drama appropriate to the playground and to show him how simple these can be. It contains a wealth of valuable suggestions on techniques and methods.

A List of Plays for Children from Five to Fifteen (MP 416) 10c
A list of more than fifty plays suitable for young actors and actresses.

Masks—Fun to Make and Wear (P 107) 15c
Masks may be an excellent introduction to dramatic activity for young people. This bulletin contains explicit directions for making many masks, both simple and elaborate.

An Operetta in the Making (Reprinted from RECREATION, October, 1949) 15c
How the Girls' Club in Worcester, Massachusetts, produces its annual operetta.

Planning and Producing a Local Pageant (P 46) 35c
Production suggestions, a pageant outline, and ideas from communities which have actually produced their own pageants.

Plays and Pageants Based on American History, Citizenship and Other Patriotic Themes (P 94) 10c
A list of more than seventy-five one-act and full-length plays, pageants and operettas.

Play Production Made Easy 50c
A guide for the inexperienced play producer. Includes a few pantomimes, skits and very short plays that can be used for group training.

Program Suggestions for Easter (MP 244) 15c
A list of pageants, worship services, plays and pantomimes.

A Selected List of Plays Suitable for Church Production (MP 230) 15c
Plays with a spiritual import, representing the three major faiths.

Shadow Puppets (MP 241) 15c
Directions for constructing and operating a simple shadow puppet and for making a shadow puppet stage.

Silver Bells and Cockle Shells 35c
Seven plays and a pageant for children.

Six New Dramatic Stunts (P 122) 50c
Six short skits requiring little rehearsal, few properties and easily improvised costumes.

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This suggested constitution will serve as a useful guide to community groups in setting up their own organization.

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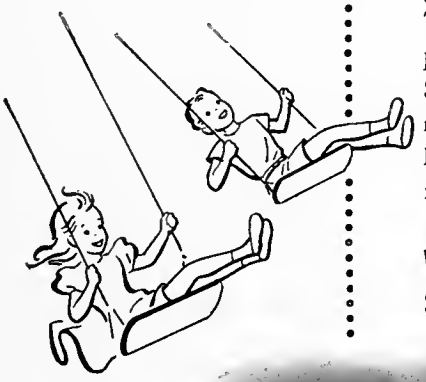

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Recreation*

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Vol. XLVII Price 35 Cents No. 9

On the Cover

Mr. Groundhog comes out for his annual weather observation. He seems, however, to be ignoring his shadow. This picture is one of four hundred illustrations appearing in a new book, *Photography Afield,* by Ormal E. Springman, camera editor of *Sports Afield,* published by Stackpole Company, Harrisburg, Pennsylvania, at $7.50, which will be reviewed in the March RECREATION. Photo courtesy of Mr. Springman and the *Pennsylvania Angler.*

Next Month

The March issue of RECREATION carries material on festivals and community-wide celebrations, for spring is the season which turns our thoughts to these matters. The story of a novel show wagon, and of what other communities are doing with this device, is told for those who are planning ahead for summer programs; while "Where to Get More Money for More Recreation Services" and "Adult Recreation Clubs," will be of interest to everyone.

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

My Philosophy of Recreation

Gerald B. Fitzgerald

First of a series of editorials, in which outstanding leaders in the field of recreation will offer their personal philosophy of recreation, as a contribution to the over-all philosophy of the recreation movement.

What follows here is composed not of words which have been written for this particular occasion alone, but rather, it is a grouping of thoughts and beliefs which I have expressed many times through the spoken or written word.

Recreation as we know it today is a product of our social and economic development. It is closely related to but not synonymous with leisure, which is also an outcome of the progress of our society. In pioneer America one first looked forward to a few hours of leisure, later to a day of leisure, then to free weekends, and to vacations—and now the older age people to years of leisure after retirement. People use their leisure in a variety of ways, but chiefly in the pursuit of recreation interests. All leisure activities thus are not recreation. To be such they must be morally sound, mentally and physically upbuilding, respectful of the rights of others, voluntarily motivated, and provide a sense of pleasure and achievement.

A descriptive definition is that recreation is the natural expression of certain human interests and needs seeking satisfaction chiefly during leisure. Recreation today is a part of living, in all communities. Because it is this it prospers in war and in peace, in illness and in health, in depression and in prosperity, and in disaster and in tranquility. We have developed recreation in America to the point where, in both its organized and unorganized aspects, it is a mirror of our beliefs, our characteristics, our democratic processes, the progress of our culture, and our moral philosophy as a people.

People are possessed of two basic types of needs—those related to survival and those related to personality. Recreation is primarily related to the personality of developmental needs, although it also has some relationships with survival needs. Recreation cannot be used as a substitute. It becomes truly meaningful when basic survival needs have been satisfied.

The fundamental purpose of recreation, however stated, is to retain or recapture for the adult the joy of life as the child knows it. It is to help the adult to retain the insatiable curiosity of the child, the zest for living, his joy in new adventure, his pride in creating things, his joy of companionship, his sense of imagination, and his desire to learn.

Recreation may have certain by-products such as improved health and lower indices of delinquency, but these are additional dividends and are not foundational purposes.

Recreation ranks alongside work as one of two of the several fundamental activities of life. As the character of work has changed so has the meaning of recreation. Invention, science and technology, and their effects upon the nature of work for many millions of people, have placed a greater responsibility upon leisure and recreation for providing opportunities and expressions for realizing the creative and achievement needs of man. A simple illustration of the loss of artistry in work is that of the barber who shaves himself with an electric razor in full view of passersby.

Thus, to understand recreation, its meaning and its potentialities, we must first understand the society in which we live, for recreation is nothing if it is not a product of our social and economic culture.

Recreation means different things to different people and different things to the same person at different times. Whatever the choice of recreation may be, it is certain that through it the individual is seeking to satisfy some inner need. The activity is merely the vehicle that one uses to travel to his destination of a sense of satisfaction and achievement. To devote at least a portion of one's leisure to doing something for someone else is one of the highest forms of recreation.

Although recreation is chiefly a leisure activity there are some fortunate persons who find their means of livelihood to be a part of their recreation pattern. Attitudes toward required duties and chosen occupations are the factors that render indistinct the lines of demarcation between work and recreation. A basic distinction, however, is that work is compulsory and recreation is voluntary. Those professions which are accompanied by a sense of social serviceship are most likely to possess some recreation values. Thus many recreation leaders find many of the personal joys of recreation in their work. To me one of those joys is the sense of satisfaction and achievement that I receive in writing about recreation, and this opportunity has given me an additional chance to practice one of my recreations.

DR. FITZGERALD, *Director of Recreation Training, University of Minnesota, is interested in many phases of recreation. He has served as the chairman of the recreation section of The National Conference on Graduate Study in Health Education, Physical Education and Recreation (see his report in January* RECREATION*). He is also active in the field of hospital recreation.*

Directory

Sirs:

Several years back, your magazine published the names of superintendents or heads of recreation for the various departments in the United States, and it surely was a grand help to all of us when we were attempting to correspond with our fellow workers. That publication has been eliminated and I miss it; and I voice the opinion of many others. When someone comes up with the question "Who is the director of Fort Wayne, Indiana, or Hong Kong?" it's kind of nice to answer as to how the person may be reached. Some day when the NRA has a surplus amount of paper, I wish they would publish one of the monthly bulletins with the names and addresses of the heads of the departments.

ALICE DIETZ, *Assistant Director, Recreation Division, Board of Park Commissioners, Minneapolis, Minn.*

• The 1951 Directory of Affiliate Members and Active Associate Members of the National Recreation Association carries some of this information. Individuals are listed. Their titles are not included, but may be in the future if this proves to be desirable.—Ed.

Who Are You Kidding?

Sirs:

I don't know if Florence Anderson, author of "Oil Painting. Why not try it yourself?" is still writing for you, or if she is still around to listen, but I would like to say something myself, concerning her article, and the general line of thought in articles of its kind.

I happened to be perusing some back copies of RECREATION and came across a black and white print of a Daumier. Next to it is Florence Anderson's article on oil painting. The copy is February 1948.

At the impact of the Daumier I was carried back to my wonderful art-school days and for a moment enjoyed a nostalgic feeling of bliss. The bliss that comes from being surrounded by other student artists and full-fledged artist instructors, exhibits, getting one's first picture hung and so on. But my moment of bliss was short lived for I began to read Florence Anderson's article.

She says: "Many a would-be-artist is intimidated by the thought of oil painting." Better that they should remain intimidated rather than become one of those self-satisfied Sunday painters such as Winston Churchill—one of those whose taste ends with a bowl of pretty flowers or a sugary landscape.

A little later: "A little courage mixed with paint may even result in a master-piece, who knows?" . . . . If Daumier heard you say that you would know in short order. He would have guffawed at you through the medium of one of his more sarcastic cartoons.

Still later: "Painting is not difficult." Who is Florence trying to kid? Renoir painted with arthritic fingers. Yes, after years of grueling practice.

And the tools. Do you realize that it costs close to $100 to set yourself up for oil painting?

"There are no set rules in painting." Maybe not so straightforward as black is black and white is white, but rules all the same, and procedures and techniques.

I can't bear to go through the whole article. And I can make my point without all that. People can have fun painting without being artists. Sure. But they won't have much fun if they go at it in a half-cracked way. You would be much better off to use four pages of your magazine showing people how to go about forming a painting class and getting a proper instructor. Or else just print a few Daumier's so that I can at least look at them without being assaulted by a lot of half-truths.

JIM JOHNSTON, *Recreation Superintendent, Moose Jaw, Saskatchewan.*

• We appreciate Mr. Johnston's point, but we still maintain that you can have a lot of fun with painting for your own amusement, even though you can never hope to be a Daumier or a Renoir—and without great expense too! Anyone else have any comments?—Ed.

Television

Sirs:

I am beginning a thesis on the general subject, "Use of Television by Organized Community Recreation Programs." I would like to gather as much information on this subject as possible, in order to (1) educate myself for service in this field in the future and (2) leave a report here at Syracuse University which can be used as a starting point for later student research, both in the television and recreation schools. Do you know of any similar reports or articles? Has your association done much in this line? Have you any examples showing how city recreation departments are using TV? Have you the names of some people in recreation who might be able to supply additional information?

JOHN JARSTAD, *933 Maryland Avenue, Syracuse, New York.*

• This whole subject of television in public recreation programs is one which has been of great concern and interest to us, as well as to public recreation departments. Actually, there are several angles to it. Evidently, Mr. Jarstad is attacking it from the angle of public recreation departments actually promoting and extending their services through the medium of television—in other words, actually putting on recreation programs including the teaching of skills in simple handcrafts, games that can be played at home or in the backyard, the making of favors and decorations for holiday celebrations, storytelling, dramatics, musical programs, square dancing and other forms of dancing, and the like. Another side of this question is the effect that television has had, and is having, upon the programs in community recreation buildings. We have heard, for example, that some leaders have found that their attendance has jumped considerably when a television set has been placed in the lounge. Other recreation leaders have complained that while more children and adults may come to watch the tele-

vision, the other activities offered by the center have suffered. We have felt that if the latter is true, then the leaders in those community recreation buildings have failed to use the television programs as motivations for the other activities, or have not scheduled the activities properly, or have failed to exercise proper control over the use of the television set. RECREATION has carried a number of articles about television and the public recreation departments. We refer to the following issues: August, 1940; February, 1949; January, 1950; March, 1950; December, 1950; June, 1951.—Ed.

Baseball Billiards

Sirs:

Speaking of "Old Games Into New", (see January 1953, RECREATION), I, many years ago, was confronted in a youth center with two pocket-billiard tables that were forever busy and a regular billiard table that was rarely used. The boys felt that too much skill was required for the latter game.

Anxious to see that every facility was used, I tried to devise a number of variations of the game, hopeful that I might develop interest in billiards, but the youngsters' response was discouraging. Finally one day, while watching one boy idly practicing shots, and, noting that he was sincerely trying with but little success, I began to toy with a new idea. As it took form, I became enthusiastic myself and called several boys over to outline my new game.

Taking a cue, I told the boy who had been practicing that he and I were going to play a game of "baseball" and that the other boys, in watching, could evaluate the game for us.

I pointed out to the group that the reason for their lack of interest was that they missed so often, and that our game would make use of that fact. Also, that the two basic games of billiards were straight or baulk-line and three cushion, and that they could adapt themselves to either.

Then came the first rules, two boys to play. Each had nine turns (at bat) at the table. They had to shoot until they had three misses (outs) for a turn (inning).

Successfully making a billiard, making the cue ball hit first one, then the other, constituted a single. If the cue ball hit one cushion after hitting the first object ball and then hit the other, it was a double; a two cushion shot was a triple, and a three cushion billiard was a home-run.

The new approach to the game fascinated the boys and they quickly realized that they could simulate sacrifices as in baseball by deliberately missing in order to set up the object balls for easier billiards.

The response was terrific; before that day was over we were starting leagues; later, as skills improved, we set up classes as in baseball with the top players in major leagues and the others in minor leagues waiting to move up, but playing regularly.

With so many eager to play, we developed changes from the individual game and formed, first, teams of three, each to shoot in their inning until they had made an out. Then it changed again to teams of four, five, even up to nine, each to shoot once in his turn for a hit, or an out. And the interest developed to the extent that they wanted, and some did keep, (batting averages) scoring averages!!!

Many variations were tried, but some four of the above were the most popular. The table was always in use, and for awhile, the pocket billiard tables were ignored. Soon, interest leveled off and these tables again resumed normal play, but never once was the billiard table idle—being occupied with a baseball game, or even better, with billiard players who, because of the skills they had acquired in the impromptu game, saw that billiards could be a challenge to them and a source of satisfaction in accomplishment.

That was twenty-eight years ago. Some form of this game is still played in my home town, but it has never been popularized elsewhere. My only reason for writing this now is that two weeks ago I attended a meeting in a youth center, saw an idle billiard table, some boys sitting around—and took off my coat and started again.

As I left the center, I looked back and, seeing the crowd around the table cheering the players in the game, realized that possibly *YOU* might be able to use this game in *YOUR* center.

MYRON N. HENDRICK, *Director of Recreation, Department of Parks and Recreation, Niagara Falls, New York.*

Radiant Heating

Sirs:

I notice, in your November issue, a reference to the radiant heating being used in Miami University's new natatorium. The statement which appears on page 372 would indicate that this is the first recorded use of radiant heat in present day swimming pool construction.

You might be interested in knowing that two pools were constructed with radiant heat here in Oakland in 1949 and are proving very successful.

JAY M. VER LEE, *Superintendent of Recreation, Oakland, California.*

Michael Herman, Editor of Folk Dance Magazine and one of America's foremost Teachers of Folk Dancing

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Things You Should Know . .

▶ The Census Bureau has issued state-by-state figures giving estimates of the population sixty-five years old and older. About one in every twelve persons in the U. S. on July 1, 1951, was sixty-five years or over, as compared with only one in every twenty-five, fifty years ago. The report suggests some explanations for this increase. For a free copy, write Bureau of the Census, Commerce Department, Washington 25, D.C., and ask for a copy of "Series P-25, No. 66."

▶ Higher Salaries Than Ever Before are being offered to college graduates by American industry, according to the annual survey released by the placement bureau of Northwestern University. However, there still will not be enough of them. In an effort to meet the demand, representatives of 176 companies will visit on an average twenty colleges and universities. Seventeen companies say they will visit from fifty to one hundred campuses, and eleven will contact more than one hundred schools.

▶ The Department of the Air Force has requested the National Recreation Association for technical recreation assistance in making overseas service a more rewarding experience for our men and women. Miss Virginia Musselman, of the association's staff, has left for England to act as program consultant to the U. S. Air Force.

▶ Coffee and Cake Recently Lured seventy-five of the citizens of Pine Hills, New Jersey, to a council meeting, the largest number ever to attend a regular session, according to the *New York Times*. The serving of refreshments was adopted to encourage attendance and thereby increase interest in municipal affairs. Previously, only two or three citizens had attended. This good device has been used at board meetings by some recreation directors and is highly recommended for others.

▶ Promotion of Good Relationships between American military personnel and the Japanese people, and the plans of the joint recreation committees set up by Tom Rivers of the National Recreation Association while in Japan, have received the personal endorsement of General Mark Clark. He says, "Joint recreational endeavors between Japanese and Americans should prove invaluable in expanding common interests in activities which tend to cultivate international good will."

▶ A New Office for Its International Recreation Service, will be opened by the National Recreation Association during March or April. It will be located in the International Center, constructed by the Carnegie Endowment for International Peace. The building is on the United Nations Plaza in New York City.

▶ A Proposal to Penalize Parents for their children's acts of vandalism in city parks, has given rise to strenuous opposition in New York City. The bill, which would fine them up to twenty-five dollars, was passed by the city council on December 23, by a vote of sixteen to eight. A tie vote of eight to eight in the Board of Estimate was admittedly influenced by the court's Board of Justices, which opposed the measure. It comes up for reconsideration at the Board of Estimate's regular meeting on January 29th.

▶ Public-Private Responsibilities for Group Work, Recreation and Informal Education will be the topic of a discussion panel at the National Conference of Social Work, to be held in Cleveland, Ohio, May 31-June 5. Mr. Joseph Prendergast, Executive Director of the National Recreation Association has accepted an invitation to be on the program.

▶ A White House Conference on Resources for The Future, will be held in Washington on March 25-27 with the approval of President Eisenhower, and under the sponsorship of Resources for the Future, Incorporated. This is a non-profit organization recently established by a committee of citizens interested in the wise use of our resources for the nation's growth, welfare and security. The active participation and assistance of the NRA have been specifically requested. The association will be taking leadership with reference to the recreation resources of the nation.

▶ The Current Mailing of an Active Associate Membership Letter inaugurates another service of the NRA to its Associate Members. The letter will carry special news and information of importance and interest to members as active workers in the recreation field. Consideration is also being given to an Affiliate Membership Bulletin.

▶ Two Members Who Have Been Added to the editorial committee for the American Guide Series, being published by the National Recreation Association, are a representative of the American Association for State and Local History and a representative of the National Trust for Historic Preservation.

▶ Chairmen Have Been Selected for pre-workshop committees, for a second National Workshop on Recreation, sponsored and financed by The Athletic Institute of Chicago, to be held in late 1953 or early 1954. The purpose, of the ten-day or two-week session, will be to develop a book setting forth "the principles behind and the content of a modern program of recreation opportunities in the community setting." For further information see "People and Events" in the next issue of Recreation.

▶ Any Village in Minnesota may enter into a recreational program with a school district, without vote of the people, according to a recent issue of *Minnesota Municipalities*. Opinion to Robert G. Lampe, Dundas village attorney, October 30, 1952. (159-B-1)

▶ The Annual Observance of Brotherhood Week falls on February 15-22 this year. Sponsored by the National Conference of Christians and Jews, this will mark the 25th anniversary of the founding of that organization. The theme is "Mobilizing Our Moral and Spiritual Resources for Brotherhood."

▶ Just Off The Press—a new pamphlet, *Plant-Centered Recreation for Defense Workers—Organization and Administration*, which is a companion-

Things You Should Know
(Continued)

piece to *Community Recreation for Defense Workers;* both are published by the National Recreation Association. This is fourth in a series of special defense publications sponsored by the association's department of Defense Related Activities.

▶ The following district recreation conferences, sponsored by the NRA, will be attended by Joseph Prendergast, Executive Director of the association: Pacific Southwest, Southern and Pacific Northwest.

▶ Returning from leave of absence, Mrs. Anne Livingston, of the NRA staff, resumes her duties with the association on March first. Mrs. Ruth Ehlers, also a training specialist, will once again be able to give more time to the association's training program.

▶ Applications are being received for the position of Executive Director of West End Neighborhood House in Wilmington, Delaware. We understand that the salary range is $4,000-$4,500 or possibly higher, depending, of course, upon qualifications of applicant. For more detailed information write Recreation Personnel Service, National Recreation Association.

Recreation Therapists Sought In California

A nationwide civil service examination will be held, March 17, to obtain qualified recreation therapists for California state institutions.

College graduates who have majored in recreation or recreation therapy may apply, providing their major has included supervised field work. Graduates with minors in recreation or recreation therapy, certain types of majors and those with a year of group recreation work experience may also apply, as may applicants who have completed graduate work in a school of social work. Qualified applicants should file applications by February 24.

The monthly starting salary is $310. Therapists receive a five per cent increase at the end of six months' satisfactory service, and annual increase thereafter to a maximum of $376.

Detailed information and application forms may be obtained from: State Personnel Board, Sacramento, California.

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Editorially Speaking

A Moment of Decision

A few weeks ago I witnessed an impromptu little drama which demonstrated that ways can be found of bridging the gap between children of different backgrounds and different cultures.

On a clear moonlight night, I stepped off one of two big trucks which had brought American Girl Scouts and their leaders from Heidelberg to a German youth activities camp forty miles from the city. The German girls were to give a dramatic program for the entertainment of their American guests. As the American teen-agers hopped to the ground, they found themselves face to face with German girls waiting to receive them. For a moment both groups hung back, conscious of the barriers that separated them. Then one Girl Scout saw a friend in the German group and started moving toward her. In a matter of seconds, the ice was broken and both groups rushed together, found partners, and together enjoyed the program and songs around a huge campfire.

It is a reasonable assumption that these children, when they become adults, will not yield readily to easy, damaging generalizations about other races and other cultures, but, remembering their friends and acquaintances of childhood, will think of those basic qualities of humanness that bind us rather than of the learned differences that separate us.

"And a little child shall lead them."
—Dorothy C. Stratton, *National Executive Director, Girl Scouts of America.*

Comic Book Rating

Although comic books have become established as a new media of communication (sales, as reported in 1951, totaled 80,000,000 copies per month) —there still remains a controversy on what effect they may have upon the juvenile mind. In this connection, *Parents Magazine* reports in their November, 1952, issue, an annual rating prepared by a Cincinnati Committee on the Evaluation of Comic Books. This grew out of the need, felt by a group of parents, for help with the comic book problem.

Their evaluation shows, among other things, that the proportion of comic books dealing with crime has remained about the same over the last few years, but that today there is a sharp increase in war comics—nearly all of which are poor, according to the committee's standards.

After months of work the committee was ready to group these books into four categories: those to which there was no objection, some objection, objectionable and very objectionable. On this basis, only sixty per cent were judged suitable for children and young teen-agers.

Congressional Hearings

According to *The Publishers' Weekly*, the Gathings Committee investigating "immoral, obscene or otherwise offensive matter" and "improper emphasis on crime, violence and corruption" in books, magazines and comic books was scheduled to go into action on the first of December, 1952.

A similar committee, a subcommittee of the Interstate Commerce Committee, has held hearings in New York and Washington on the incidence of juvenile delinquency in relation to radio and TV programs.

The American Book Publishers Council has announced that it will closely follow the Gathings committee hearings.

Games

Why play games at all? Games in the remote past had religious significance; for some they remain a cult if not a religion. Later they were looked upon as a form of military training; for many they are still a battle. A book on games would not be worth writing if games had no real meaning here and now. It is interesting that the secret of both enjoyment and success in games is concentration. A man is happy not when he says "I am happy," but when he forgets himself altogether and concentrates entire attention on work or play. Then time ceases to exist. A man wins a game not when he says "I must win," but when he concentrates ruthlessly on the point to be won, the ball to hit or the pieces to be moved on the board. The happy-go-lucky player enjoys his game and as long as he remains lucky remains happy, but he would enjoy it more should he forget his mask of happy-go-lucky. The essence of a game is individual or team competition. It is not unsporting to try to win, it is irrelevant not to, an insult to an individual opponent to fail in concentration and sabotage to a team of which you are a member. The phrase "he takes his games too seriously" is silly, for every good player takes his game seriously; the better player you are the more enjoyment you give and gain. No, the player who is angry when he loses doesn't concentrate enough—that is, he doesn't take his game seriously enough—and that is *why* he loses. To the true games-player the game itself, the changing pattern, the playing of each shot, is all-important, not "I winning" or "I losing." Afterwards, perhaps, when he emerges from the game he may feel disappointed that he has lost and may remember with rage or amusement incidents which were brief irrelevancies at the time. But that's afterwards, and to the worker who loves his work and the player who loves his game, afterwards is unimportant. Concentration, plus sheer spontaneous exuberance, makes the best kind of games-player.

Games after all are not *only* games, they are games, just as an elephant is not *only* an elephant, it is an elephant. Games are also rituals, patterns and symbols of life itself, and as such have a meaning beyond "my enjoyment," "your enjoyment," teaching a great deal more than the psychology of opponents and all the methods of play. As symbols they can at once be rejoiced in and treated with respect as the mysterious providers of that intense peace which is both action and contemplation.—From *Dictionary of Games*, by J. B. Pick. Philosophical Library. (For review of this new English book see page 503, RECREATION, January 1953.)

BROTHERHOOD WEEK, FEBRUARY 15-22, 1953

Sponsored by the National Conference of Christians and Jews

I shall pass through this world but once.
Any good, therefore, that I can do
Or any kindness that I can show
To any human being
Let me do it now. Let me
Not defer it or neglect it for
I shall not pass this way again.

—A Quaker Prayer

Education in Play

William M. Lamers

Blessed are those who have learned to season the meat of labor with the salt of play; for, eating well, they shall live long upon the earth.

Blessed are those with developed inner resources, for they shall inherit the joys of the spirit.

Blessed are those who can fill their earned leisure pleasantly, for they shall possess abundant hours and days.

Blessed are those with skillful hands, for their substance and joys shall know rich increase.

Blessed are those who can bridge the empty minutes with happy work, for they shall not fall into the pit of boredom.

Blessed are those who have learned to love the arts, who live in constant contemplation of high thoughts, for they shall know exaltation of the spirit.

Blessed are the companiable, for they shall discover companionship.

Yea, thrice blessed are those who in making a living shall find time and ways to live a life, for only one is given to each of us here and hereafter.

Yea, thrice blessed are they, for they shall find peace, which is the Kingdom of Heaven.

DR. LAMERS *is assistant superintendent of the Milwaukee Public Schools.*

Reprinted from *Teaching Progress*, November, 1950, published by Milwaukee Public Schools.

Excerpts from a research project

Philosophical

THE search for a philosophy of recreation is much like the hunt for the elusive "Scarlet Pimpernel." The logical sequence of such a search entails the primary need of a definition, for which we turn to *Webster's New International Dictionary*, unabridged, 1951, which states:

> RECREATION [ME *recreacioun*, fr. OF *recreation*, fr. L. *recreatio*.] 2. Act of recreating, or state of being recreated; refreshment of the strength and spirits after toil; diversion; play; also a mode or means of getting diversion or refreshment. Synonym: see Play. Antonym: see Work.

It is easy to see that there is a vastness to the subject which would enable us to venture into the fields of every imaginable occupation of man. The ramifications are aptly described in the classic of recreation thought, Viscount Grey's speech on recreation before a group of Harvard undergraduates after the first World War.[1] Grey spends much time discussing the manifestations of recreation, pointing out that recreation is that which each man considers his most pleasurable diversion, and he mentions, as an example, the fact that the deep profound study of philosophy has been his own recreation on many occasions.

The separation of recreation from work is a principle which many leading educators oppose, pointing out that there are many instances where men love and enjoy their work, and having created no tension through their work are not in need of recreation as it commonly applies to others. Joseph Lee, one of the fathers of recreation, also disagrees in that he maintains that play is recreation for adults since it is a renewal of life, whereas it is a gaining of life for children, thus being a creation rather than a recreation. But in both cases he holds that the term recreation must include: music, drama, crafts and all free activity, especially creative activity which enriches life.

Mr. Butler[2] points out that whereas building a boat may be one man's hobby, it is another man's work. Still further he maintains that the element of physical preparedness enters the matter a great deal, citing as an example the fact that ordinarily dancing may be a form of recreation, but if the parties participating in the dance have reached a point of fatigue, the activity takes on the aspects of work.

It is plain that definitions of recreation vary; and though there is agreement on its nature and function, there is confusion in formulating the definitions. Since the lines of demarcation between recreation and ordinary types of occupation are not always clear, we try to interpret its meaning by saying that it is not always what someone does, but rather it is the motive, attitude and value of the doing, to the individual, that gives the activity a recreational significance.

Historical Background

Recreation reaches back to the beginning of man, increasing in scope and importance, through the unrolling of the centuries, as work became more arduous and leisure time more plentiful. . . . . When the scientific period arose in philosophy, its counterpart arose in recreation and play. A greater desire for understanding of the workings of man's mind and body brought out a more scientific and philosophic approach. Health came to be more important. Great thinkers and educators of the period made play and recreation part of their plans for better living.

The present period of social relationship is the highest plane reached by recreation since the golden age of Greece. Though there is considerably less emphasis placed on the aesthetic approach of the Greeks, it is by far more encompassing, fostering more of the spirit of democracy. As the social sciences have caught up with the natural sciences, recreation and play have come to be more than a set of conditioners for the body or for the state. Man and his relationship with man has come to be the outstanding feature of recreation in this period.

Justification of Recreation

The late President Roosevelt, in a 1942 report to Congress, included among the basic freedoms the following: "THE RIGHT to rest, recreation and adventure; the opportunity to enjoy life and to take part in an advancing civilization." Seldom given adequate notice or emphasis, this freedom is as important as education itself. In fact

[1] Viscount Grey of Fallondon, *Recreation* (Boston: Houghton-Mifflin, 1920). (Reprinted in 1945 by National Recreation Association with a foreword by Howard Braucher, $.60, copies still available.)

[2] George D. Butler, *Introduction to Community Recreation* (2nd ed.; New York: McGraw-Hill, 1949).

MR. KIPNIS, *New York University graduate and former recreation director in a veterans' hospital, has spent four years in the air corps and is now acquiring his master's degree under Dr. Joseph J. Tigert at University of Miami.*

Aspects of Recreation

Arthur M. Kipnis

there are increased tendencies to give recreation a place in the collegiate physical education curriculum as a basic course. One need only to pick up any standard physical education textbook to find among its aims a list which will always contain a provision for the preparation of the child for the use of leisure time in later life. Mortimer J. Adler explains its relation to education very aptly when he says:

> It is a mark of wisdom in Greek political thought that the form and content of education receive primary consideration from those who are concerned with the nature and the welfare of the state. Education, is, of course, broadly conceived; it is not limited to the problems of a school system, to the administration of official pedagogues and the curriculum of instruction. Whatever can be taught is educational matter; anything that shapes the body, forms character or gives knowledge or discipline to the mind, is an agency of education, whether or not its human medium is a person having the social status of a teacher, whether or not the environment in which it occurs is a school.[3]

Adler further enlightens the path of recreation's cause by a quote from Aristotle's *Politics:*

> Life . . . . is devoted to labor and rest. The politician who composes a body of laws ought, therefore, to extend his views to both. The citizens should be fitted for rest and peace, as much as, if not more than, for labor and war. It is to these objects that the education of children ought to tend.

The legislator who did not teach his citizens how to rest would be greatly at fault; many social disorders arise from this failure. However there is a word of caution espoused by Plato, when he warns that seeing that the means of recreation may have an educational influence should not prevent one from seeing that they are means of *recreation.* The aims of recreation are not the same as those of education, though the same means may serve both ends and though both recreation and education are necessary for a good life.

Lebert H. Weir expresses the matter well when he says:

> Recreation in an intelligently ordered life needs no excuse or reason for its existence. It is merely a fundamental part of a rhythm of daily existence. It was not a problem among so called primitive people. It became a problem only when society became more highly organized (civilized), and motives of material gain became dominant, leading to an over emphasis of work. This was not so unfortunate in itself until science and invention placed into the hands of the materialists the tools which took much of the joy and satisfaction out of work. Recreation then became a social problem. It represented an element of life that needed to be recaptured. . . .[4]

[3] Mortimer J. Adler, *Art and Prudence* (New York: Lonkmans-Green, 1937), p. 3.

[4] Lebert H. Weir, *Europe at Play* (New York: Barnes & Co., 1937), p. 1.

The Pragmatic Viewpoint

The pragmatist is not primarily interested in the high sounding moral phraseology of the idealist or in the scientific hodge-podge of the realist, but is desirous of obtaining a way for man to live at peace with and in his environment. Basically he believes recreation should satisfy desires and give immediate and direct satisfactions. The doing, rather than the competition, is the important thing. In no other philosophy is the individual of greater importance. The late Howard Braucher, pioneer in the recreation movement and late president of the National Recreation Association, stated:

> The recreation movement is founded on the recognition of the dignity and the worth of the individual human being; . . . . this makes it impossible for the recreation worker to plan to violate the individual's personality by trying to fix facilities and leadership so that the person is not free to be the person he wants to be, to do the things he wants to do, in time that is supposed to be free.

Emphasis on the value of doing is further pointed up by Professor Mary Whitley when she says, "In brief, any play through which a child is led to acquire information, to develop skill, to exercise aesthetic judgment or to gain practice in solving problems may be said to be educative—to the degree that the facts learned, or the power produced, have values in themselves."[5]

High school curriculums are becoming increasingly altered to include games, crafts, dances and other means of recreation which can be used well into the later years in life. As mentioned before, the college curriculum is becoming increasingly aware of the need of recreation, with the result that some few now offer doctorates in recreation. It is the pragmatic school that is pushing recreation into the spot of prominence wherein it now stands.

John Dewey, our foremost pragmatist said, "If education does not afford opportunity for wholesome recreation, and train the capacity for seeking and finding it, the suppressed instincts will find all sorts of illicit outlets. . . . . Education has not more serious responsibility than making adequate provision for enjoyment of recreative leisure; not only for the sake of the immediate health, but still more, if possible, for the sake of its lasting habits upon the mind."

[5] Michael O'Shea, Ed., *The Child: His Nature and His Needs,* (New York: The Children's Foundation, 1924), p. 68.

CREATIVE

Children learn the difference between playing with animals and teasing them. We love to watch Sugar, the groundhog, eating. An admirer holds her.

A ceramic piece from the pioneer project undertaken by Richard, age twelve, attracts museum visitors. The complete project fills a museum case.

Talk about excitement! This morning a *kinkajou* arrived at the Junior Museum. Children greeted her with open arms and how she enjoyed filling them. Koko and Moko immediately protested her taking up her abode in the animal room. They are our adorable and badly spoiled ringtail monkeys. They insist upon getting much more than their share of the attention. They are not fond, either, of Sugar, the groundhog, for we all love to play with her and watch her sit up very straight when she eats. With children watching them, Sugar and Nibbles, our white rabbit, may run all over the museum, upstairs and down. They need to be guided away from such things as African violets, which Nibbles does enjoy munching on, or ferns which Sugar eats in a hurry. They both are given plenty of green salads in their daily menus but they somehow prefer the museum plants.

If they venture downstairs, they like to investigate the wet clay things wrapped up on the workroom shelves. Ceramics is one of our specialties at the Junior Museum. Though we do all crafts, clay work is preferred because it is easily approached from the creative viewpoint. Everything done in our workshop is entirely creative. No green ware is brought in, no rubber molds for plaster objects, no designs to be traced or copied. Our purpose is to help children live creatively, to help them to explore and to realize what a wonderful world we do live in, how much there is to do and learn in their leisure time, and that it is so thrilling that it can not be left alone. We hope to tease them with a little knowledge in a lot of fields so that they may further pursue those of most interest to them. We hope we are teaching a way of living. Though such an approach is much more difficult, we have found that the rewards are satisfying. What youngsters make and take home may not

Miss Reed *is director, Junior Museum, Portland, Oregon.*

ACTIVITIES IN A JUNIOR MUSEUM

Mary Alice Reed

be as perfect as though it were made with a well worked out pattern and decorative design by the instructor; however, parents of our youngsters quickly get the idea and realize that what happens to their youngsters is more important than the articles they bring home.

Richard and Kenneth, twelve and fourteen, have been doing a project for the museum that is startling to tourists and extremely interesting to all who see it. Both boys have worked for several years in ceramics. They have recently completed two elaborate scenes, each made entirely of clay. Each scene fills a regular size glass museum case. One is prehistoric Oregon, the other pioneer Oregon. Kenneth studied prehistoric animals and vegetation and made them most realistically. Richard has a covered wagon, stockade, and pioneers sitting around a campfire; Mt. Hood shows in the distance. The ideas are entirely their own.

When Nibbles gets into our doll room she really has to be watched, for she likes to nibble on the little reed rocking chair holding one of our big dolls. We have a wonderful doll house with electric lights, electric elevator and a large yard with a swimming pool. The furniture is very elaborate and beautiful. Children never tire looking at it.

Our usual museum exhibits are in low, attractive cases so that children may enjoy them. We have many school groups coming during the school year. They often take back to school with them a guinea pig, a baby alligator, or a bird for a two-week visit.

Often an excited youngster dashes up to one of the staff with the information that a mother hamster is having babies or that little rabbits are arriving. Valuable lessons are learned in a natural way in the animal room.

Continual teaching and plenty of patience seem to be necessary to make adults and children realize the difference between playing with animals and teasing them. Teased animals become mean very quickly and we could not have them around the children, nor could we play with them. It is important that children learn such lessons early and we find they are the best teachers for parents, and other adults, along this line.

We often have exhibits of children's work from other places—right now a most fascinating one of Japanese children's paintings from Kumamoto.

We are fortunate in our administrative heads in Portland. They have found the real values of recreation which have, in every activity or field of interest, been kept simple and sincere, cooperative rather than competitive. They have kept statistics in their proper place and have stressed the importance of quality and real accomplishment rather than exhibitionism. Our museum, as it is now, could not function under any other administrative philosophy.

The prehistoric Oregon exhibit, planned and executed by Kenneth, fourteen years old, was made after he had studied prehistoric animals and vegetation. It is amazingly realistic.

Excerpted from *The Family Scrapbook*, published by Association Press, New York City, 1951. $3.95.

FAMILY CENTERED ACTIVITIES

Dr. Ernest G. Osborne

Family "At-Homes"

IN the "good old days" families used to play games together in front of the fireplace or stay at home for other family-centered activities. There seems to be little of this today. We're all too busy belonging to organizations that take us out of the home.

Naturally, we can't go back to fifty or one hundred years ago, nor would we want to do so. But some families have found that spending a few evenings together every month is a lot of fun. . . .

Perhaps ten-year-old Billy has just discovered a scientific experiment that he wants to show the rest of the family. Lucille is anxious to put on a puppet show. Dad's got some new shots with his color camera for all the family to look at.

Some families have set aside certain evenings when the informal program is designed especially for the younger children. Then, every one pitches in and makes it fun for the small fry. Other evenings are beamed at the interests of the older children. The younger ones may stay for a while and then go off to bed.

Dad and Mother have their evenings, too. Perhaps Mother reads some short stories she likes particularly. Dad may have the rest of the family help him with his stamp collection. Yes, there can be many exciting things to do together in these "at-home" evenings if one keeps on the lookout for them.

DR. OSBORNE *is professor of education at Teachers' College, Columbia University. His book derives its name from his daily syndicated newspaper column.*

Homemade Table Croquet

A set of checkers, a few pieces of pliable wire, a dozen and a half corks, and some glue are all the ingredients you need for making the equipment for table croquet.

Single checkers are used in place of balls. Five checkers are glued together for each of the two pegs needed at the end of the croquet "court." Wickets are made from wire inserted in corks.

The game is played on a bare dining room table, the ping-pong table, or some other suitable surface. For active children who don't mind getting down on hands and knees, the floor makes a suitable court.

Checkers are used just as balls would be, and are propelled with the index finger. You and the youngsters may be surprised to discover how similar the game will seem to full-blown croquet. It can be a lot of fun for a rainy-day activity or for other times when children must play indoors.

The Match and Bottle Game

Here's a game of skill for "old folks" *and* children. It takes a lot of patience as well as a steady hand. But it's a lot of fun.

All the equipment needed is a milk bottle and a supply of wooden kitchen matches. The trick is to see how many matches can be piled on top of the open bottleneck in a log-cabin fashion.

Each player is given the same number of matches. Twenty-five to fifty is a good number with which to start. The first player places one of his matches over the bottleneck. Then, in turn, all the other players do the same until one gets rid of all his, thus winning the game.

Anyone who knocks matches off the bottle is penalized by having to take all those that drop. Should a player drop a match inside the bottle he must accept a "gift" of one match from each other player.

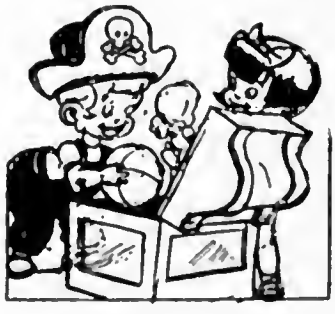
Popcorn Balls

Popcorn balls have been a favorite with youngsters for a good many generations. Some times we forget what fun we had making them when we were children, and deprive our youngsters of the experience.

Do you remember how to make them? Add a half-cup of sugar to three-quarters of a cup of molasses. Cook the mixture until it makes a soft ball. Pour over popcorn and with buttered hands mold mixture into balls.

An Odds-and-Ends Treasure Chest

Rainy days come surprisingly often. Youngsters find themselves without

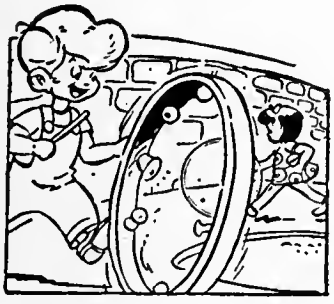


anything to do. Or they get into mischief because they're bored with their games and toys.

Here's a suggestion that may help meet these situations. Get a sturdy wooden box and hinge a cover on it. With the help of the children, it can be decorated with paint and brass-headed tacks so that it looks as though it were a treasure chest. Then begin to collect odds and ends that can be used for toys that youngsters like to make and play with.

A piece of broomstick from which wheels can be sawed, spools, paper salt boxes, paraffined milk containers, bits of yarn. These are but a few of the many things that can be stored away for the rainy day or the idle hour. A scroll saw, tack hammer, a couple of small carving tools, nails, tacks, and a tube of glue provide the tools needed.

You'll be surprised and the youngsters pleased with the autos, boats, houses, and a thousand and one other small toys that can be made from such simple things. A few cans of enamel paint and some cheap paint brushes can be used to add color and finish to the treasure chest products.



Hoops With Bells

Did you ever play with a hoop when you were young? One doesn't see too many today. Somehow they seem to have become old-fashioned. But it's a pretty sure thing that even modern young children will get a lot of fun out of hoop play.

The Association for Childhood Education tells, in one of their bulletins, how to make a very attractive hoop.

Get a wooden hoop from a large sugar or flour barrel. File down the nails and sandpaper the hoop until it is smooth. Paint the outside red, divide the inside into sections and paint them alternately with red, white, and blue. You can work out other color combinations, too. Get some small metal bells and fasten them inside the hoop with metal staples.

A stick about twenty inches long, also painted and with a bell fastened to its outer end, completes an attractive and funful piece of play equipment that is both lively and musical.

Backyard Play Materials for the Young Child

Boxes and barrels, available from the corner grocery, can be used to equip the backyard for the under-fives in a most satisfactory way. Children of these years can hardly have enough boxes.

Small crates, such as those in which dried prunes or apricots are packed, make fine wagons or sleds to be dragged about with dolls or toy soldiers as passengers. Larger, sturdier ones, after they are well smoothed and sanded to avoid splinters, will serve as boats, trains, and airplanes—almost anything in the imaginative play that young children enjoy so much. A barrel open at both ends is lots of fun, too. It can be rolled around, crawled through, stood on end, used as a hiding place.

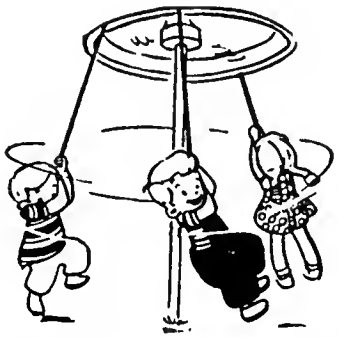
A broad flexible plank an inch and a half in thickness and ten to twelve feet long is another useful and fascinating piece of equipment. Supported on two low boxes, it makes a fine jumping board. It also can be used as an incline down which wheeled toys can be rolled. Children will find many other uses for such a board, along with the boxes and barrels.

Other "junk" too, makes excellent play material for older children. Old bricks which the youngsters, themselves, can clean of mortar, two-foot lengths of telephone poles, lengths of pipe, a set of assorted boards, packing cases, empty wooden boxes and tin cans are "tops" for the building activity the school-age child loves to carry on.

Backyard Merry-Go-Round

A homemade merry-go-round needn't cost you more than a dollar, and it will bring endless fun to your youngsters. All you need is an old wagon wheel of generous width, one which is still attached to its axle.

For the smaller fry, the axle itself can serve as the upright. Dig a hole that will accommodate half the length of the axle. Then pour cement around the upright axle, grease the bearing so that it turns easily, and it's done.



Youngsters love to sit on the spokes as the wheel is turned by accommodating playmates. Alternatively, they can hang from the spokes and propel themselves around.

Older children will have more fun if the wheel is rigged on a taller upright. Ropes may be attached so that several children can swing themselves out into space as they run full tilt around the pole. This is not dangerous, and is loads of fun.

Clock Golf in the Backyard

Even a small yard can be used for a game that's lots of fun for the whole family—clock golf.

The setup is simple. First, draw a circle twenty-four feet across. It can be smaller if necessary. Then sink a tin can in the center. If you're going to use a golf ball, the can need only be a small one. If a croquet ball is what you have, you'll naturally need one of these large cans. Now on the rim of the circle you have drawn, drive in twelve stakes at the spots where the numbers on a clock would fall. It's a good idea to paint the tops white so they can easily be seen, for the stakes should be driven in until they are level with the ground.

The first player starts at one o'clock and tries to drive his ball with a golf club or croquet mallet into the can. Should he succeed the first time, he goes on to stake number two. If not, it is the next player's turn. Later, when skill develops, the game can be made harder by roughing up the ground or putting obstacles in the way.

The winner, of course, is the person who first completes all twelve shots.

James H. Woods

How to Tell a Good GOLDEN-AGE CLUB

Social clubs and organized recreational activities for older people are now appearing in most of America's communities. The indications are that this trend will increase in the future. As yet we have no definite standards by which we can assess the success or failure of these programs. It is entirely possible that activities may be so conducted as to do more harm than good to the older men and women who take part in them. Professional recreation workers are sensitive to the needs of children because this is an area in which a great deal of study has been done. These same workers are sometimes uncertain of the needs of older people and as a result the goals for their program planning in this area may be vague or nonexistent.

Do you believe that seventy- or eighty-year-old persons are capable of growth, of benefiting from new experiences? Do you think they are still able to learn? If they have not reached full emotional maturity at their advanced age, do you believe that it is still possible for them to achieve it? Even if your answer is "yes" do you believe that it is worthwhile trying to do something about it in view of the relatively short amount of time they have left at their disposal? Do you see recreation and social group work as a means of achieving these ends?

Your answer to these questions will determine the content of your program for older people and the manner in which it will be conducted. A lot of activities for older people now provided at community expense are merely ways of helping them pass the time. This is better than nothing because many old people are bored and need suggestions and assistance in doing this. Is it enough? Is the community getting its money's worth when it provides staff time and physical facilities for such an elementary type of operation? More important still, is the older person being cheated and deprived when all he gets are endless games of bingo, pinochle and occasional community singing? These items have a place but they ought not to be the whole program. When they are used it ought to be with a conscious knowledge of why they are used.

Mr. James Woods *is the director of the Recreation Project for Older People of the Welfare Federation of Cleveland.*

It is true that many older people ask for a simple type of program because they are not familiar with anything else. Some of them, as a result of long years of habit, appear to be satisfied with very passive activity. If this were the only test, then recreational planning and group guidance would be unnecessary skills. If these are really treated as skills the recreation worker will take his clients at whatever level he finds them and then go on to enlarge their imaginations, their emotional resources and their abilities to get more out of life.

The older person will have needs of which the program advisor may be more conscious than they. He will, through his program, find ways of meeting those needs that will prove more satisfying than anything they could devise unaided. It is a step-by-step process like any other piece of education. There is nothing dictatorial or patronizing about it. We accept this as standard practice in working with children and youth. Why shouldn't the same principle be true in working with the golden-agers' groups?

The reason for these remarks is that so much time, effort and good intentions go into our golden-age programs that it seems a sad waste of these valuable commodities not to let them function at their best. The last years of life ought not to be thought of as a period of marking time until death comes. They are given to us for living just as much as in the earlier half of life.

A visitor from abroad once made this comment about our recreational programs for older people: "I have got the impression that sometimes you in America treat your old people as though they were something in a circus or sideshow. If they are capable of doing anything at all you publicize and parade them around like prize horses for everyone to see." That criticism seemed unfair at the time, but I wonder if it did not touch on a very common weakness to be found among the general public and sometimes, even, among professional workers. Too many people regard older men and women as somewhat in the nature of curiosities, different from the rest of human kind. When they fall in love, do a good job of work, show themselves interested in the same things that bring pleasure to the rest of the world, it is looked upon as a matter of surprise

and wonderment. Community attitudes towards older people need to be changed. Does your recreation program help to provide this kind of education?

Here are some questions to ask yourself about the golden-age clubs or club with which you may be connected. The purpose of setting them down here is to emphasize the structure and function of these groups.

(1) *Who makes the club decisions?*

Does one person make them or does everyone have a chance to express opinions? Strong personalities always have a lot of influence in a group; but no club, in the long run, will be a strong one if it is dominated by the advisor, the president or one of the members. Even when members are willing to sit back and let one individual run the show, it will prove harmful if it is continued.

In a new club it usually takes a little time for the members to learn about group discussion and how to arrive at a group decision. It can be learned.

Jovial dancers from the Cleveland Golden-Age Club have a good time while they entertain their fellow club members.

(2) *Is there a varied program?*

Does the program appeal to many different interests or do the card and bingo players have everything their own way? Do the members help to plan the program through the use of a committee or a program chairman?

(3) *What kind of atmosphere is there in the club meeting?*

Is it apparent that the members like each other? Do they welcome strangers in a friendly way. When a member returns after an absence is he made to feel that he has been missed and that the members are glad to have him back? How does the group take disagreement among the members regarding some piece of club procedure? Are they willing to accept the results of democratic procedures? Do people cooperate with each other or do you find the same people preparing the refreshments, arranging the chairs and doing other chores?

(4) *Does the club have its own officers?*

Does the club have periodic elections of its officers or does it rely completely on the advisor or one member who stays perpetually in office?

(5) *Does the club ever do anything for anybody else?*

What happens when the Community Fund drive comes along? Or the Red Cross drive? Do the members feel that they have a concern in the problems of the community or are they only concerned about receiving things themselves? The gesture of giving is more important than the amount. Do any of the members ever give their time to short-term volunteer service?

(6) *How independent is the club?*

Who pays for the club refreshments and who serves them—the members or well-meaning outsiders? Letting others help is all right for the first few meetings until the club is organized and on one or two occasions throughout the year. A club can easily be killed by kindness. Are outsiders permitted to pauperize the members by doing too many things for them for nothing?

(7) *What happens when the club is invited out?*

When the club receives an invitation to do something outside of the regular club meeting is the response apathetic or enthusiastic? It is possible for a club to get so ingrown that it loses all interest in events other than its own meetings. Lack of interest in outside events is often preliminary to lack of interest in the club itself.

(8) *What happens when a speaker is invited to the club?*

Speakers who have gone to golden-age clubs sometimes complain that members have been known to play cards before the talk was over, or that members sometimes carry on conversations while the talk was in progress. What this comes to is—how considerate are they toward others? Does your club remember to send a "thank you" letter when something is done for it?

(9) *Does the club remember its sick members?*

Is there a sick committee to make periodic visits to the ill members and then report back to the club? Are the absent ones remembered with cards? Is there someone in the club who is responsible for sending letters of condolence?

(10) *What kind of publicity does the club receive?*

Does it portray them as strange specimens of humanity or as normal human beings who want to enjoy life? Is the publicity dignified or is it oversentimental? Does it hold the old folks up to ridicule under the disguise of humor or pretended surprise that they should like certain kinds of activities?

The aims of your program for older people should include these things:

(a) To increase their feelings of security.

(b) To expose them to interesting and stimulating experiences, including education.

(c) To provide them with opportunities for making new friends.

(d) To provide them with situations that relieve their feelings of frustration and uselessness.

(e) To develop their recreational resources so that, in addition to enjoying the present, they will have something in the event they become more physically handicapped.

(f) To convince them that joy and old age can go together.

A talk given at the 1952 Southwest Regional Conference of the National Recreation Association.

Kraus Earhart

RECREATION-- *for Everyone*

An interesting example of how to arouse citizen support of a community program

Houstonians have had much to keep them busy recently. In addition to the daily responsibilities of job and home, they have been hard at work building a metropolitan community—one which will keep pace with the living needs of a rapidly increasing population. In 1940 Houston counted some 384,000 residents and covered 73 square miles. In 1950 the count was almost 600,000 people in a city enlarged to some 160 square miles. On January 1 of this year, the estimated population was 640,000—representing an average population increase of more than 2,000 per month.

Our problems are much the same as those of any other city except for one difference—we cannot keep up with our growth. We are paving streets, laying sewers, installing traffic signals, enlarging our police force, establishing new fire stations, building new schools (and erecting portable rooms next to them before the grass has had a chance to get started), urging the purchase of sites for neighborhood parks, worrying about bayou pollution, educating for health, trying to get a juvenile court, and so on and on.

Our community council, charged with the responsibility of planning community services for health, welfare and recreation, has accepted the challenge. In its short history of ten years it has capitalized on the enthusiasm of a new town, stimulated the imagination of its residents to make their community a better place in which to live, channeled the many interests and helped create plans for proper welfare development. These plans are called "blueprints." One of these is "Recreation for Everyone, a Citizen Created Recreation Development Plan for Metropolitan Houston."

Citizen interest in community recreation is riding high in Houston, Texas. The reasons are many and varied. To some people it's a matter of civic pride to have the most and best of everything —recreation included. Others think of recreation as a way to prevent delinquency. Still others just want a place to send their youngsters, take their families, or to go themselves for a good time. Essentially, all want to make Houston a better place in which to live. These diverse though related interests joined forces in the recreation development project of the community council to improve community recreation.

Three basic steps must be taken in any successful planning job. First come the facts, then a plan is created based on those facts, and on the expressed needs. And third, the plan must be sold to the community if the results are to be accomplished.

Our recreation development project followed that pattern. Back in May of 1948 a fact-finding committee was appointed in the recreation-informal education section of the community council. It made an inventory of our recreation programs and facilities and summarized the essential population data. The council's research bureau did the job as defined by the committee. About a year later the material collected was published under the title, *Recreation Facilities and Resources in Houston* 1948-49. Information was organized according to nineteen city areas.

The second phase of our planning then started. In September 1949, a steering committee was appointed to create a recreation development plan for the whole city. The job was big—too big for any one committee. It was decided to divide the work and get each neighborhood to take stock of its own recreation and make recommenda-

MR. EARHART, *the author, is chairman of the Recreation-Informal Education Section of the Community Council of Houston and Harris County in Texas.*

tions for improvement. Committee members went out to enlist the help of neighborhood leaders. Recreation was discussed over the clatter of factory machines, in the comfort of a living room, amid the books and files of a lawyer's office, alongside a busy gasoline pump, in the quiet of a pastor's study, and in many other places.

Twelve recreation planning districts were designated, and the neighborhood leaders, with the help of agency staff workers, recruited additional neighborhood people to help get the job done. It was not long before more than four hundred persons were busy making plans for recreation through the twelve district committees.

This community-wide planning job was officially launched with an all-afternoon workshop program on minimum standards for community recreation. The five discussion groups had over two hundred interested participants and professional leaders. They tried to answer the questions of what kind and how much recreation should be the minimum for any neighborhood. We discovered that established and accepted standards have not been fully developed. Our conclusions were, therefore, limited and tentative, but nevertheless, they were put to good use by the twelve district committees as they undertook their assignments.

Public understanding of the entire project was essential from the start. Newspapers carried stories of the planning job under way with maps showing district boundaries. Speakers told the story to civic and service clubs, church groups, and other organizations. Brochures explaining the project were distributed widely.

In June of 1950 the twelve district reports were presented during three days of public meetings called by the steering committee. The press covered those hearings and carried daily summaries of the recommendations made. During the summer months, the steering committee carefully studied the district reports and summarized the major recommendations. These dealt with improvements in tax-supported recreation, use of schools for recreation, needed expansions in voluntary-supported recreation and further development of the cultural services. The first draft of the final report was approved by the community council in October of 1950.

By that time, the third phase of our planning job was well under way. Gathering facts and creating a plan were not enough, for the plans had to be sold to the entire community. The Community Chest appropriated $3,500 to publish the final report, prepare pamphlets, and produce a local sound and color film on recreation. (See May 1952, RECREATION, page 96.—Ed.) These tools were designed to bring the story of recreation development to all groups in our community. By November of 1951, a sixty-page report, with maps, was published; and a thirteen-minute sound and color film was produced. Since then, we have been busy selling our product.

Our report contained two major recommendations: first, school facilities should be used in developing community recreation; second, the city should be divided into twenty recreation service districts, each with a council of neighborhood residents and agency representatives to plan, coordinate and develop recreation on a neighborhood basis.

The second section of the report deals with development plans for public recreation. According to National Recreation Association standards, Houston has only fifty-four per cent of the park acreage suggested, and operates its recreation department at twenty per cent of the $2.25 per capita budget considered standard. The report makes major recommendations for the improvement of these and other deficiencies.

Voluntary agency plans for expansion are discussed in the third section of the report. Standards are not strictly defined, but a number of general recommendations are made, including further decentralization, more community support, emphasis on programs for small groups and clubs, aggressive recruiting and training of volunteers, and closer working relationships with service and civic clubs sponsoring recreation projects.

Cultural services are featured in the fourth section. General recommendations for these services were: more publicity about the services now available; better maintenance of certain facilities, including the increasing of staff; extension of service to neighborhoods; and more financial support from both voluntary and tax sources.

The final section of the report is designed to focus the recommendations of the entire report on each neighborhood. It identifies and describes the twenty recreation service districts, along with appropriate maps, charts and data. This basic information will be the starting point for the continuous planning to follow as district recreation councils are organized.

We have officially presented the report and movie before the city council, the board of education, and the county commissioners. Before these groups we emphasized those portions of the report coming under their own jurisdiction. Plans are under way for a similar hearing with the United Fund Board.

Our speakers have so far met with more than fifty organizations, with attendance totaling several thousand persons. We have shown the movie, given the highlights of the total report, discussed the recreation needs of individual neighborhoods and urged all to work with their neighbors to see that the job of recreation development gets done.

Our whole planning project is based on neighborhood interest and support. The plan was created in the neighborhoods and the real strength for successful accomplishment remains therein.

You may say, "So far your story sounds good. But what happens now? How can you be sure that the recommendations will get favorable action?" We cannot be sure, but we have substantial reasons for confidence. Here's what has happened thus far:

1. One of our original district chairmen ran for the city council last year and injected recreation into the campaign. Other candidates followed suit,

and for the first time in history, recreation became a campaign issue. He and some other recreation-minded men were elected, and we feel that a favorable situation has been created for major improvements in city-supported recreation. We gave very careful study to the 1952 budget allocations to city departments to see that recreation and libraries receive equal consideration with other city services. The mayor and city council have now approved the 1952 city operating budget. It includes about $262,000 more for parks and recreation than was spent in 1951. This is an increase of thirty-nine per cent—substantially higher than for any other city department. An additional $45,000 for the public library was also approved. Public hearings on the city budget were set for the middle of March. We were on hand with a delegation to support the recreation budget as proposed and to get the additional funds for the library included.

2. The use of schools for recreation was one of our major recommendations. Last spring, during the school board election, this became one of the campaign issues. As a result of our formal hearing on this subject with the board of education, they agreed to appoint representatives from the schools to sit down with representatives of the city and the community council to prepare a workable plan.

3. Interest and support for this entire project resulted in $1,000,000 in bonds for recreation, libraries being included at the last minute, in last year's $30,000,000 city bond issue. Both passed with substantial majorities.

4. The project played a part in the Chest campaign in the fall of 1950 and in the successful United Fund drive in the fall of 1951. Many who served on district recreation planning committees were new to the field of organized welfare. They learned many things about their community. Some of the improvements they wanted for their neighborhoods meant increased budgets for the voluntary agencies. Chest and United Fund campaigns took on a new meaning, and many worked hard to make them successful.

In summary, the major characteristics of this planning project are:

1. It is a self-study by lay and professional recreation leaders of our own community. Outside consultants were used at certain points, but the recommendations are our own.

2. We followed the three basic steps in community planning—facts, plans and promotion.

3. We are capitalizing on neighborhood interest and support through all phases of the project.

4. We are placing as much emphasis on the sale of the product as in its creation.

5. We have set up the necessary machinery through our community council to see that the job gets done.

The community council has provided the vehicle through which the citizens of Houston have done this job. Ultimate success is assured, because this has been and will continue to be a cooperative community project.

Court Petition Dismissed

● Recently a petition was brought into court, by the School District of the borough of Columbia, Lancaster County, Pennsylvania, for leave to sell real estate conveyed to it by David L. Glatfelter and Anna Glatfelter, in a deed providing that the land be henceforth held and supervised for the lasting benefit and happiness of the youth of the community. Exceptions to the proposed sale were filed by seven taxpayers, their reasons contending: (1) the proposed sale will be a detriment and injury to the youth of the community in that it will reduce the athletic and recreational facilities presently available to them without providing any adequate and substantial substitute therefor; (2) the trustee's opinion that it is urgently necessary to sell the real estate to prevent a failure of the trust is without support that the proposed sale will in any manner remedy the alleged lack of funds for maintenance, upkeep or repair of the facilities; and (3) the proposed sale cannot be made without injury or prejudice to the trust.

Reduced to their essentials, the reasons for approval advanced by the trustee were that: (1) the land in question is not needed for the purposes of the trust; (2) in its capacity as trustee, the School District has no funds for the maintenance of the athletic field; and (3) the proceeds of the sale are needed for the repairs set forth in the petition, or for the production of income for maintenance.

In this connection G. Leslie Lynch, a recreation planner of the National Recreation Association, was called by exceptants. He testified that the minimum standards established by the National Recreation Association are at least one acre of playground and one acre of playfield for each eight hundred of population, and that the generally accepted standard for all recreation, including parks, is ten acres for each one thousand of population. He testified that on March 28, 1952, he made a recreation survey of Columbia. He concluded that Columbia (having a population of approximately twelve thousand) should have a minimum of three playground areas and one playfield comprising at least a total of thirty acres. The court record states, "While these standards doubtless represent the ideal of what recreational areas should be, it would seem that as to any given community there are present factors which make the ideal impossible of attainment . . . . But by any standard, we conclude from the testimony that the development of recreational areas in Columbia has not reached the point when it can be said that a reduction in the size of such areas is advisable. Specifically, here, the proportion proposed to be sold is approximately one-fifth of the total area . . . ".

The court found for reasons set forth that "the proposed sale would not be to the best interests and advantage of the trust and all those interested therein." The petition was accordingly dismissed.

John T. Connors

Vochestra

Vochestra is exactly what the term implies, a combined chorus and orchestra. The word, which has a Waring background, was used originally to mean a chorus humming with the orchestra. It has been adopted in Auburn, New York, to cover the whole musical organization, including male and female voices, strings, wood-winds, percussion, and brass sections of the orchestra.

In 1942, when the war was beginning to have its first effects on civilian life, and Auburnians were casting about for "gasless" amusements, the superintendent of recreation, Joseph Huther, who is now the Vochestra's business manager, organized a glee club of male voices which met weekly at the local YMCA. Specializing in watered-down Waring, the men sang more for their own amusement than with any idea of acquiring professional skill. To their director, perfectionist Harold Henderson, such a situation was anathema. The original forty or fifty members were weeded out until twenty-four remained. Six carefully selected girl voices were added in a cluster about the mike to give the necessary overtone. Now Fred Waring arrangements could be attacked with justice.

Meanwhile, fate and Mr. Henderson were preparing to blend in a bit of orchestral background for the finishing touch. For many years Auburn had enjoyed the offerings of an Orchestral Society whose members stuck to a rather formal and classical program. The draft board skillfully removed the backbone of this group, and those who remained, plus a few musicians recruited from Auburn's vicinity, were invited to join the chorus. The Vochestra was born.

Popular reaction to the new organization was spontaneous and enthusiastic beyond the wildest dreams of its members. On their first concert these musicians and singers drew a capacity crowd to the local high school. So great was the demand for tickets that a repeat concert was given. Again the Vochestra played to a standing-room-only audience. A precedent was established that has never been broken. The Vochestra has never in its four-year history given a performance that was not a sell-out. By presenting a program that is a combination of classic and popular melodies, an appeal is made to all types of music lovers. It has been the philosophy of Vochestra, however, as Mr. Henderson puts it, "To appeal to the masses rather than to the symphonic few."

If the Vochestra sends its audience away humming the tunes they have heard, the performers are satisfied.

The Vochestra is still made up of a mixed group of non-professionals who sing and play for the fun of it. As all of these people have regular daytime jobs, their practice schedule has to be sandwiched into evenings and weekends. Yet, according to the director, attendance is excellent, with a waiting list for every section of the chorus. The usual procedure is to rehearse the vocal section on Mondays and the orchestra on Tuesday nights. About a month before each concert the two sections begin rehearsing together. "At least once before every concert I blow up," the director confides, admitting that his musicians are usually good sports about their scoldings. By doing many of the arrangements himself, Mr. Henderson is able to bring out the special talents of each member, at the same time building up a music library for future performances.

The sight of this unusual organization as the curtain goes up always leaves the audiences slightly breathless. All the members are seated in tier effect, with the orchestra on the right and chorus on the left side. Visability is perfect; no one has to crane his neck to see a relative or favorite performer in the back row. Orchestra and male choristers are dressed in white jackets and black skirts or trousers. The women singers, among whom are a mother and daughter team, are a complete contrast in filmy gowns ranging from pastels to deep purples. The setting blends with the occasion. At the last Christmas concert, for instance, a black curtain was used as a backdrop, with multi-colored sequin snow flakes in front, suspended from the ceiling, to throw dancing lights. When the footlights went out as the choir sang Christmas carols, the effects were unforgettable.

Stage setting is only a minor part of the performance, however. The biggest miracle of showmanship is the way in which the audience is put completely at ease before the end of the first number. As no printed programs are used, each listener must take his cue from the introductions given to the songs by Director Henderson. He manages to have a style of his own, an infectious enthusiasm that is

Mr. Connors *is the resident director of the Neighborhood House at Auburn.*

caught by players and listeners as the evening progresses.

Despite the full-time jobs held by all members of the Vochestra they manage to find time for a rigorous concert schedule. The 1951-52 program included concerts in Auburn, Port Byron, Sampson Naval Air Base, Cornell University, Oneida, and Cortland. Altogether ten concerts were given. Probably the highlight of the season was the performance for the air force at Sampson. As the cadets were being shepherded into their seats by their officers, one of the big brass moaned to Harold Henderson, "It's a shame you're having an intermission. The boys will probably get outside and forget to come back." It seems this had happened the week before when a big name band had been on stage. But contrary to expectations the boys went out and spread the word to the rest of the camp. When the Vochestra began the second half of its program, cadets were standing in the aisles.

As an example of a community-participated and community-sponsored recreational activity, the Vochestra has been an invaluable asset to Auburn and its vicinity. Strictly a non-profit organization, the band and chorus give one concert a year, at Christmas, to pay the year's expenses. Other concerts are presented for some civic enterprise or charity and are usually sponsored by service clubs like Kiwanis, Lions or Rotary clubs. These clubs have made several thousands of dollars for Auburn charities with the Vochestra's help—not to mention other thousands made outside the city. Money isn't everything, though. The pleasure given to music lovers of all types, as well as the civic pride engendered by the Vochestra can't be measured in dollars and cents. The idea seems to be spreading, too. Several communities in the country have written Mr. Henderson expressing a desire to organize similar groups. Fred Waring probably paraphrased this interest best in a letter to Harold Henderson: "Since music is a universal language not restricted to any race, creed, or profession it's always gratifying to see a group of music lovers coming from every walk of life such as in this one. That's American—and a wonderful accomplishment."

Oldsters Rummage in Attics

Elsie Rietzinger

Musical group of Three Score and Ten Club found old curios for the exhibit. Some of the interesting entries are shown on the left.

A recent project of the "Three Score and Ten Club," of Norfolk, Virginia, was a hobby and craft show that was "different." Plans for the display of "old" articles sent members scurrying to attic trunks to dig for treasure. Excellent exhibit space was made possible and exciting, by the donation of a store window for this purpose by one of the largest local department stores. Another merchant gave two trophies to be awarded for the oldest articles actually made by club members.

The winning articles were a hand crocheted baby cap made by the club mother in 1891, and an album of old postal cards started in 1891. Other articles on exhibit were a figurine from the Campbell family, brought to this country two hundred years ago, a Stradivarius two hundred and eighty years old, and another violin made by Rubes of Germany. There was also: a bathing suit, made on a spinning wheel and dyed with walnut stain in 1868; many crocheted bed spreads, table covers, scarves; old guns, one of which was used in 1812, and one patented in 1858; and valentines sent to the owner in 1883.

The club, for men and women of sixty-five years and over, was organized in 1935 by Mr. S. M. Smith, a retired professor of Elon College, and is co-sponsored by the Norfolk Recreation Department and the Park Place Methodist Church. It is organized with a president, vice-president, secretary-treasurer, chaplain, hostess, and board of directors, and has a weekly attendance of seventy-five. Mrs. Louise Cropsey Chapman is the only living charter member.

Regular weekly meetings are scheduled each Wednesday between the hours of 11 A.M. and 2 P.M. Other special projects have included a Gay Nineties Revue and a demonstration drill in which the group wore colonial costume and were led by an eighty-two-year-old lady member.

MRS. RIETZINGER *is Program Supervisor of Norfolk Recreation Bureau.*

Tom King

A GREAT AMERICAN TEAM

Navy men and a civilian get together for informal practice match. L. to r.: E. L. Lloyd, veteran Jacksonville player, and L. Wilson, D. Williamson and B. Sobieraj of the navy.

A brief dictionary definition of the word *cooperation* is "work or act together;" but in Jacksonville, Florida, the definition should read, "work, act or play together." Here the spirit of cooperation between the recreation department and all branches of the navy within and adjacent to the city limits is cordial and beneficial to all parties.

The city's department works, acts and plays harmoniously with the Navy Recruiting Station in the Federal Building, the Naval Reserve Training Center located in the Armory on the St. John's River, the Jacksonville Naval Air Station, Cecil Field Naval Air Station at Mayport, Florida, Naval Auxiliary Air Station, Green Cove Springs Naval Station, Inactive Fleet at Green Cove Springs and navy ships of all types that dock in the St. John's River. It also can be truthfully said that, insofar as recreation is concerned, the city of Jacksonville does not make a distinction between navy personnel and civilians.

Day after day, navy men and women are seen using the many facilities and areas supervised by the Jacksonville recreation department and engaging in all types of activities promoted by the department.

A resume of the department's softball and baseball program, during the recently concluded 1952 season, illustrates this spirit of cooperation. The department sponsored ten major softball leagues and one major baseball league. Nine navy teams participated in the softball competition and two navy clubs were members of the baseball league.

Among the nine navy softball teams were three championship outfits. Cecil Field triumphed in the Men's City League, Naval Reserve scored in the Independent League and Jacksonville Naval Air Station Overhaul and Repair was victorious in the Metropolitan League. Jacksonville Naval Air Station copped the pennant in the City Baseball League.

A neat bit of cooperation was worked out in the City Baseball League, loop games being played on one of the city's diamonds and on the fields at Cecil Field and Jacksonville Naval Air Station. All of the softball play was on city owned areas.

Navy teams were also prominent in the Florida Amateur Softball Association Second District Tournament and the Duval County Softball Tournament. Cecil Field added the county title to its City League championship.

The fall season included three navy teams in the Men's City Volleyball League, and one Wave team in the Girls' City Volleyball League, which had just been organized by the municipal recreation department.

Also during this past summer, a well balanced team from Jacksonville Naval Air Station was crowned champion of the annual City Swimming and Diving Championships sponsored and conducted by the Jacksonville recreation department. At this same meet, a group of bluejackets from Jacksonville Naval Air Station stole the hearts of the capacity audience with a great exhibition of comic diving.

During the past several months, two athletes from Jacksonville Naval Air Station, Leon Wilson, ADC, and Ben Sobieraj, AN, have played prominent roles in tennis tournaments sponsored and conducted by the recreation department. Early in the summer, Sobieraj won the men's singles title in the Duval County Tennis Championships, and in September he went to the finals in the men's singles division of the City Tennis Championships and teamed

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Mr. King *is on Jacksonville's recreation department staff.*

with Wilson to gain the men's doubles diadem.

The Jacksonville Golden Gloves Boxing Tournament, staged in the Gator Bowl last winter, was practically an all-service event, particularly in the open division. In this part of the meet, Jacksonville Naval Air Station had three champions and two runners-up. Green Cove Springs Station had one champion and three runners-up. The long entry list from the navy installations was mainly responsible for the recreation department's permitting white and Negro fighters to meet in the same ring for the first time in Jacksonville history.

To be frank, had it not been for the navy and other service entries, it would have been impossible for the local recreation department to have had a worthwhile open division and to send a representative team to the Golden Gloves Championships in New York City.

Al Rogero, represents Naval Reserve Training Center, to receive trophy of city Independent Softball League championship. Charles Rogers, supervisor of athletics, makes award.

Another trophy goes to the Navy! Tom King, left, of city recreation department, awards the 1952 City Baseball League championship to Lt. Cmdr. R. Donahue, special service officer. Center, F. McCaffrey, civilian who managed the Fliers.

Navy personnel quite frequently make up a large portion of the crowds attending recreation department sponsored events, particularly those of a sports nature. At most of the activities sponsored by the recreation department, navy spectators are admitted free; this includes admission to all of the major softball and baseball games, tennis tournaments, swim meets and track meets.

With thousands of young men and women wearing navy uniforms stationed in and around Jacksonville community, sports are greatly influenced by navy athletes.

The fine cooperation exhibited between the Jacksonville recreation department and Jacksonville Naval Air Station is exemplified in the annual Baseball Training Camp for Boys. Each spring this event attracts hundreds of teen-age boys, the camp being held at the Jacksonville Naval Air Station, with Mason Baseball Field serving as the hub of activity. The Naval Air Station supplies the field, necessary equipment such as ball and bats, plans and conducts the program, furnishes the biggest part of the coaching staff and arranges transportation to and from the station. The recreation department's major part in the program is to sign up the boys for the school on the public playgrounds.

The recreation department and the various branches of the navy in and outside the city, also pull together in many activities other than sports. Several wearers of Uncle Sam's blues, both men and women, are members of the Philharmonic Symphony Orchestra which is sponsored by the department.

One of the civic duties assumed by members of the activities staff of the department is the task of conducting parades of diversified natures. No parade is complete without a navy color guard, and officials of the recreation department are always assured of full cooperation from the Navy Recruiting Station across the street in the Federal Building. This color guard also officiates at big football games such as the annual Gator Bowl football classic.

Mechanically inclined sailors oftimes pursue their hobbies by joining with civilian members in the activities of the Jacksonville Model Airplane Club and the Jacksonville Miniature Auto Racing Association, both affiliated with the Jacksonville recreation department.

Navy personnel and members of their families belong to the department's Hobby Club, and obtain non-mechanical handicraft instruction in the classes held at its handicraft center, Hobbyland.

Children of navy families participate in the city's recreation activities in many ways. They enroll in tennis clinics, participate in midget and junior swim meets, softball, baseball, basketball, and touch football leagues, junior tennis tournaments and clubs, model airplane clubs and meets, special programs such as the annual observance of Joseph Lee Day, kite tournaments and all of the other events of the well rounded program conducted by the department. Navy children may be found every day playing on all twenty-five of the supervised playgrounds.

The Jacksonville recreation department and the navy are one for all and all for one—a great American team!

Notes *for the Administrator*

Goals for the Modern City

At the 1951 National Conference on Government, Mr. Henry Bruere, currently president of the National Municipal League, made an address entitled "Goals for the Modern City," according to an article in the *National Municipal Review*. A number of his statements are of vital interest to the recreation field:

"The great American need is for intelligence, courage and care in developing practical but bold programs for the betterment of municipal conditions. We have raised our standards of living and our expectations from life but we have not put our minds to designing and managing our communities so as to help us fulfill these expectations.

"During the past two decades in England, government officials, guided by special commissions and expert studies, have had the courage to look at the problem of remodeling the out-moded city not as a hopeless set of insurmountable difficulties but as an urgent task, prerequisite to healthy and, I may add with underscoring, pleasant living. I have recently had an opportunity to study these plans and the resultant programs and I found them eminently worth while for Americans to examine. To those Britishers who have taken a long and critical look at their country's urban conditions, it is obvious that modern traffic must be provided for, that recreation is essential to well-being, that access to the countryside is, for a Britisher at least, a fundamental need, that decent housing, attractive schools, playfields, transportation, easy access to work, are all indispensable to what we call the American, and they the British, way of life."

In commenting on developments in Great Britain he stated, "What I found most significant was the purpose to deal with housing and other urban redevelopment as a project in building pleasant livable communities with an adequate supply of what the British call the amenities. They have taken a good long look at their cities and have decided to change things for the better."

"I come back to my original point. The essential thing about the city is its character—how people live in it, how they work in it and how they can bring up their children in it. The city should not be centrifugal, scattering its people over long stretches of suburban territory. It should be livable and controlled in the interest of good living. How to do this? I do not know but I stand on the proposition that a way will be found if there is adequate study given to the matter."

Department Adopts Policy on Personal Expenses

The board of directors of the Chambersburg, Pennsylvania, recreation department has authorized that the superintendent of recreation be reimbursed for personal expenditures incurred in connection with his official duties, and an item of four hundred dollars was approved in the department's budget for 1952. Expenses for the use of the superintendent's private car and for meals and lodging while on official business are accepted as personal expenses and are subject to reimbursement. Official business is defined as any and all business expected of the superintendent while discharging the duties of his office, or representing the department of recreation, or accepting an invitation to appear on conference programs—previously approved by the board of directors of the department. The scale of reimbursement is as follows:

1. Use of private automobile—$.08 per mile.
2. Meals—$.75 for breakfast maximum; $1.25 for lunch maximum; $1.75 for dinner maximum.
3. Lodging—$4.50 per night maximum.
4. Gratuities—not to exceed ten per cent of lodging or meals expenses.
5. Miscellaneous—not to exceed $1.00 per day, provided the expense report carries an itemized list of miscellaneous expenses.

A monthly form for recording expenses has been approved and is submitted at the end of each month by the superintendent. The need for incurring expenses for meals and lodging must appear on an accompanying page, and receipted bills for lodging must accompany the report. The superintendent must seek, in advance, approval from the board of directors for any expenses anticipated while absent from his office for two working days or more.

Rest Rooms with Pay Toilets

The department of recreation and parks of Los Angeles has entered into a contract with a company for the installation of coin locks on part of the doors in rest rooms at certain facilities. The person in charge of the facility is responsible for the collection of the money and for turning it in to the department cashier. Special report forms are submitted in duplicate each week, and on the last day of each month, by the company making the installation. After the cost of installing the doors has been collected, the money is to be divided on a seventy-thirty basis. The seventy per cent will be the department's share and the thirty per cent is paid to the company.

PRACTICAL MUSIC

Mr. Barlow, musical director of the NBC "Firestone Hour" presented this address at a state convention of the Ohio Music Education Association.

Howard Barlow

Practical music is not as cold and unimaginative as it sounds. Some of the greatest musicians of the past were practical musicians. Bach wrote his great organ music as practical music. It was the style of his day to write fugues, so he gave his listeners what they wanted. Mozart wrote operas for the theater *on order*. These operas played hundreds of performances before their runs were over. Haydn wrote his one hundred and four symphonies for the salary he received from his royal sponsor. Verdi wrote for the theater of his day as a practical composer. His great opera *Aida* was written to order for an agreed upon amount of money. We could go on indefinitely citing examples of great composers who worked within a practical frame but who composed beautiful music even though restricted to a set formula.

To me, "practical music" is music which fills a definite need. Impractical music is music for which there is no general craving or need.

Music is an exact science. Mathematics play a very decisive role in its creation as well as its performance. However, the fugitive character of a performance adds an element which does not exist in most other art forms. This characteristic has proven to be an economic handicap in some cases and a benefit in others. A performer can sing or play the same material again and again and reap rich rewards if his performance pleases his audiences. Although recording devices have captured a part of this elusive characteristic, they can never equal the "live" performance. This is owing to the fact, first, that no mechanical device has yet been discovered which is as sensitive as the human ear, and, secondly, the visual stimulus or personality of the performer cannot be captured.

Once in a generation the world produces a Haydn, a Mozart, a Beethoven, a Liszt, a Berlioz, a Wagner, a Brahms, a Joachim, a Kreisler, a Heifetz. Out of all the millions of Occidentals of the past generation, one great conductor emerged—Arturo Toscanini. In the generation before him came Weingartner, before him Richter, before him Von Bulow, and of course Wagner. Great singers are more plentiful. Usually they are not profound musicians and in some cases are deplorably ignorant of the fundamentals of music.

With the odds so heavily against your community producing a musician who will win world-wide acclaim, it seems to me far better to try to cultivate a *love* for and understanding of music than to try to find and train great talents. By all means, do not stop looking for great talents and training them if you find them, but do not be disappointed if you do not find any.

I believe that the most practical way to serve the cause of music is to *make* music. I mean ensemble playing—the forming of groups who make music together because they love music, or because they want to earn a livelihood. These groups can be all professional. As I understand it, the amateur musician is one who performs or composes music for the pleasure he derives from his efforts. The professional musician, while he *may* also derive pleasure from labors, makes his living thereby. There is nothing wrong in either case. In many instances, the so-called "amateur" is more highly proficient than the professional.

I wish that there were *more* amateurs in music because it is the amateur who keeps the desire for better music growing. The amateur can afford to be an idealist—while, all too often, the professional cannot. The amateur musi-

The Doctor's Orchestral Society of New York is an example of practical music in that it fills a need. L. to r.: Doctors S. Robbins, C. Gottlieb and S. Gardner, all society members.

The symphony orchestra of the Dow Chemical Company is an outstanding, non-professional group which brings a wealth of orchestral music to the community. Above, guest soloist Ruth Freeman.

cian is the only one who can enjoy "art for art's sake"—such a thing does not exist in professional music.

Community Orchestras

In smaller towns and cities I believe that the professional musician does not have a very easy time of it. He loves music and enjoys making it. However, his economic situation does not allow him to devote his entire time to it. Consequently, he has to find other employment to provide the major portion of his income. This condition does not allow him to practice sufficiently and he can seldom progress much further than his initial talent. However, when a group of these men and women get together and form a symphony orchestra, it is not only commendable but deserves the greatest possible support of the local community. The music they make may not be as beautiful as that made by a great symphony orchestra of one of our large cities, but that is of little consequence. The important fact is that they have organized an orchestra and play symphonic music. If you try to organize an orchestra, do not be discouraged if it is difficult. It does not matter if you have only two horns instead of four, or if you have no basses at all. You can procure reduced orchestrations where the piano fills in for the missing parts. Use four pianos if you want to. Every publishing house sells such orchestrations for very moderate prices. These orchestrations are another example of practical music. Do not be discouraged.

The professional musicians in our largest cities are the most proficient in the world. This applies principally to New York and Hollywood because those two cities are where the most money can be made. In Hollywood, it is the moving picture industry. In New York, it is radio, opera, symphony, motion pictures and now television. Sooner or later, nearly every professional musician in the smaller communities tries out one of the large cities. If he succeeds in, let us say, Cleveland, he may then try New York. And here is where he finds real competition. The New York union, Local 802, has some twenty thousand members—of these, only about four or five thousand are employed more or less regularly.

Sooner or later the local orchestra which you have organized will progress to the point where you will need outside players to satisfy the demands of your audiences. Then is when you come to New York to get your players. New York contains a reservoir of players which supplies practically every major symphony orchestra with some of its finest players. Before I became the conductor of the Firestone orchestra, I travelled all over this country and Canada as guest conductor for the major symphonies. In nearly every city I would meet one or more players whom I had known in New York.

Subsidies

As your local orchestra grows and raises its standard of performance, you will find that you need more money to keep yourselves going. Everything costs money—programs, rehearsal halls, performance halls, advertising, soloists. Here is where the insidious and sinister word "subsidy" comes in. Subsidy is dangerous because it tends to pauperize the recipients and give the control of the organization to the subsidisor. If your benefactor is a wise and understanding person who loves music and is willing to help you without interfering with the artistic side of the orchestra, you are very fortunate. Such a benefactor is difficult to find. Before you accept a subsidy, I would exhaust every other possible source of income.

In Buffalo, New York, the orchestra plays Saturday night "pop" concerts. At these concerts, the audience is served light drinks and the orchestra plays for dancing after the concert. They make money this way to help pay for the more serious concerts of the symphony series. Play whenever and wherever you can for a profit if you need to

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finance a deficit on your more serious series. If you find that your original and local conductor is not adequate to your growing needs, go to one of our great conservatories and take a young man of talent who is willing to come to your city and become a part of the community. Do not take a man who thinks he is ready to conduct the New York Philharmonic—whose ideas are too big for his capabilities. Take one who is willing to accept the challenge of making a success of a small town orchestra.

To go back to the subject of subsidy again. If you cannot find a way of making your orchestra self-supporting and are forced to accept a subsidy, try to get a large number of small donations instead of one or two large ones. Keep the costs of your performances down. Use local soloists as much as you can until they cease to draw houses for you. When you are forced to use so-called "name soloists," buy names who will draw their fee at the box office. One of my best friends in the concert business had a hard and fast rule. If, when he sang a concert on a fee basis, he did not draw his fee at the box office, he returned his check to the local manager who would otherwise have lost money on his concert. You can understand why this singer was always in demand until the day he retired. There are still a few such soloists around.

With radio and television bringing fine artists into your living room each week, you can easily choose your artists yourselves. Extravagant claims of managers and paid advertising should no longer sway you. You can now hold your auditions in your own living room.

Critics

Now a word about the critical profession and your local newspaper. Anyone who embarks on a performing career must face the possibility of adverse criticism. He must be prepared to go right ahead regardless of what the press may say about his performance. You must remember that your press criticisms reflect the opinion of only one person in the audience. The fact that he has the power to print what he thinks is beyond your control. I cannot understand the process of thinking of a person who makes his living by writing about music in a community, and then, by criticisms, kills the music he is writing about. Enlist your local scribe in your project. Engage him to write your program notes—elect the editor of your local paper to your executive board. Make it one big "team for music."

The Composer

The most impractical of all musicians is the composer. He has always been that way. I fear he will remain so. A composer feeds upon his inner self. He is by nature subjective. He does not know *where* his ideas come from. The great majority of these people slave their lives away writing music which will *never* be performed. This is largely their own fault. To be a *successful* composer, you must have a dual personality.

Only in the popular field are the composers repaid for their efforts. And, strangely enough, when "Romeo and Juliet" by Tschaikowsky becomes "Our Love" in the popular field, "Romeo and Juliet" becomes a sell-out on records. When the first movement of Tschaikowsky's piano concerto became "Tonight We Love"—the concerto underwent a new revival in concert popularity. The thievery of ideas employed, unashamedly, by Tin Pan Alley composers is breathtaking in its bold-faced knavery. I am speechless when confronted by one of these burglars—and yet, it is a blessing in disguise because I know that as soon as the stolen property has become popular as a song, I can play it in its original form as the thieves will have taught the melody to the general public. Nothing can be done to stop this. The copyright law says such a practice is not illegal.

I am told that the big name dance band business is controlled by several agencies. Their method of operation is quite simple. They find a nice looking boy playing in a dance band and put him under contract at a figure which is so much more than the amount he is earning as a player, that he is glad to sign a long-term agreement. Then they recruit for him a dance band of his own. They hire arrangers, pick the tunes to be played. If the band catches the public's fancy another name band is launched but it is very largely controlled by the agency.

Enlist the Support of Women

A full-page advertisement, recently sponsored by the *Woman's Home Companion*, referred to the women's club program which the magazine had prepared relating to the article entitled, "But Suppose She Falls!" This article, which appeared in an early 1952 issue, attacked boards of education for surfacing their playgrounds with black-top. According to the advertisement, 276 women's clubs have presented the surfacing program, and 89 clubs have voted to make safe surfacing for playgrounds a club project.

The magazine undoubtedly performed a service in stimulating an interest on the part of the women's organizations in the condition of their playgrounds. Local recreation authorities may well take advantage of this interest in enlisting support for a program of play ground improvements. It is unfortunate, however, that in the program material issued for use by the women's clubs, statistics on school playground accidents were included which indicate a much larger volume of accidents than have been reported by the school authorities in the cities cited in the program.

People and Events

• I. Robert M. Shultz, superintendent of recreation in Bridgeport, Connecticut, has been granted a three-months leave of absence to assist in establishing a democratic youth program in Germany. Under the sponsorship of the U. S. International Administration of the Department of State, he has been assigned to Munich, where his job will be that of a consultant and advisor to the youth program. He will conduct surveys and assist in designing facilities, program planning and financing, and the recruitment and training of leaders. Mr. Shultz is the third New England person who has been selected for this type of work.

• Carl Bozenski, program director for the Torrington, Connecticut, recreation department was interviewed by Mary Margaret McBride on her radio program recently. Carl told about Torrington's famous Christmas Village (RECREATION, November 1949), Hallowe'en week festivities (RECREATION, September 1952), special activities conducted during Public Founders' and Donors' Week in memory of Joseph Lee and others, and several of the other events during the year for which Torrington is so renowned.

• The retirement of Jerome C. Dretzka, executive secretary of the Milwaukee (Wisconsin) County Park Commission, has been announced. Mr. Dretzka, who has reached the mandatory retirement age of seventy years, has been in the park service for more than thirty years and is recognized as one of the leaders in that field. His successor, as general manager, is Alfred L. Boerner.

• Julian Smith of the State Department of Public Instruction, Lansing, Michigan, has succeeded Arthur C. Elmer, chief of the Parks and Recreation Division, Department of Conservation, as the chairman of the Michigan State Inter-Agency Council on Recreation.

• Edward McGowan, director of recreation in Detroit, is the 1953 president of the Michigan Recreation Association. Other officers are: Chase Hammond, Muskegon, first vice-president; Malcolm Elliott, Saginaw, second vice-president; Lina Tyler, Flint, third vice-president; Harry Burns, Grand Rapids, secretary; and Ross Kressler, Ypsilanti, treasurer. Harold Manchester, Dearborn, is the retiring president.

Bret McGinnis Day

By mayoral proclamation a special day was set aside, in Neosho, Missouri, to give recognition to a local recreation director who has done an outstanding job. Bret McGinnis was the man so honored. On "Bret McGinnis Day," people of the community and civic organizations all joined in paying tribute to this man who, through his untiring efforts, contributed so much to the welfare and recreation activities of his community.

Our Northern Neighbors

• J. K. Tett, director of the Community Programmes Branch of the Ontario, Canada, Department of Education, is on a leave of absence from that position, for a period of two years, for special duty establishing recreation welfare services with the Royal Canadian Air Force. Wing Commander Tett was awarded the D.F.C. while serving as a pilot with the R.A.F. Bomber Command. During his absence, K. L. Young will be the acting director of the Programmes Branch.

• Dr. Doris W. Plewes has resigned from her position as assistant director of the Physical Fitness Division, Department of National Health and Welfare, Canada.

Recent Appointments

Appointed to positions as superintendents or directors of parks and recreation departments are: G. R. Felton, Jr., Texarkana, Texas; Joseph G. Renaud, Oceanside, California; and George Cammack, Phenix City, Alabama.

New recreation superintendents and directors include: Willis Baker, Lincoln, Illinois; Stuart P. Brewbaker, Lexington, Virginia; Fred Erdhaus, Beverly Hills, California; James E. Fearon, Chatham, New York; G. Fletcher, Portsmouth, Virginia; George Gentry, Griffin, Georgia; Robert E. Kresge, Charleston, West Virginia; Russell Rolandson, Alexandria, Minnesota; David Russell, Martinsville, Virginia; W. H. Wallace, Hanford, California; and Bill Woods, Clinton, Tennessee.

Other recent appointees are: Audrey A. Cooper, Recreational Therapist, Maryland State Training School, Owings Mills, Maryland; Marjorie Glass, Recreation Center Supervisor, Salinas, California; Milton Hagen, Community Center Director, Kansas City, Missouri; and Francis W. Hartzell, Director of Pilot Program, Kansas City, Missouri.

Britton F. Boughner

Flags in Wellesley, Massachusetts, were lowered to half-mast in mourning for Britton F. Boughner, superintendent of the Park and Recreation Commission, who died suddenly in December of a heart attack.

During his years as superintendent, Mr. Boughner, inaugurated a wide variety of recreation facilities and activities in his community—activities for people of all ages, all interests. He was instrumental in arranging community-wide programs and musical organizations, supervised playgrounds and playfields, classes in crafts, sports, drama and dancing.

He was a member of the New England District Advisory Committee of the National Recreation Association, president of the Eastern Massachusetts Recreation Association, member of the American Recreation Society, and of several other professional groups.

The untimely passing of this young executive, who was forty-eight years old, has caused great sorrow among his multitude of friends.

Square dancing has become a popular recreation activity in Japan. Here participants demonstrate their adeptness, as part of the program, during the "Welcome" party held at Nara.

A Global Look

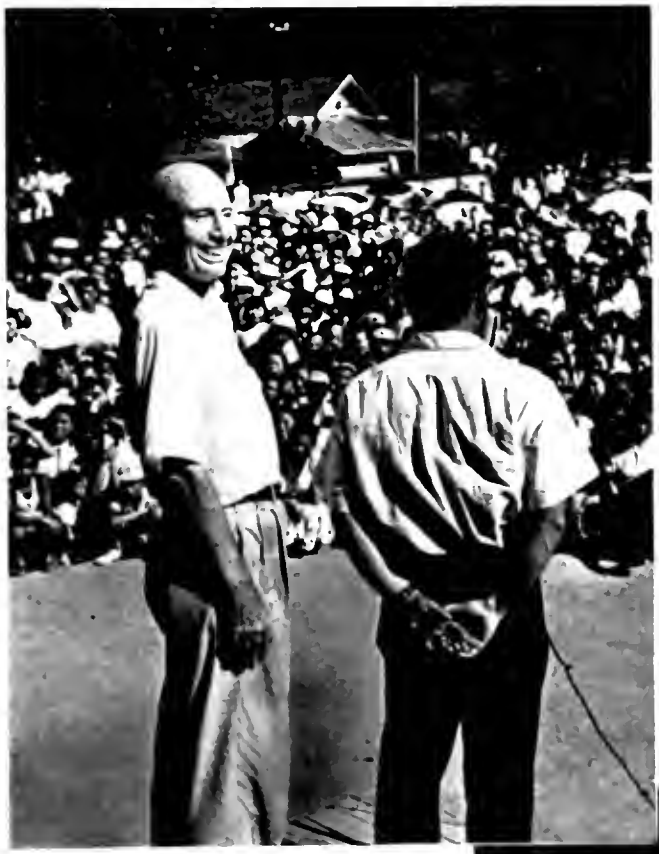
OUR TRIP to Japan was fabulous. We arrived on Sunday, August 10, at five o'clock in the morning, and were met at the airport by a delegation of important leaders. His Royal Highness the Prince of Mikasa, the Emperor's youngest brother, drove fifty miles from his summer home to greet us personally. A press conference at the Imperial Hotel announced to the nation our recreation mission.

We left Tokyo the next morning and started on one of the most strenuous and most rewarding assignments I have ever undertaken. We spent thirty-nine days and nights packed full of activities, in twenty-five prefectures or states.

Before we left Tokyo, the Prince of Mikasa entertained us at Korinka-Ku, the home of his elder brother, Prince Takamatsu. In addition to the royal brothers and their princesses, several Japanese cabinet members, our own Ambassador Murphy and his family, representatives of the Army, board members of the Japanese NRA, chief executives of radio and press associations, and others were among the guests to start off our recreation mission.

We were accompanied constantly by committees representing the national association, and, in each state, by

MR. RIVERS, *Assistant Executive Director of the National Recreation Association, is also secretary of the National Music Week Committee. For many years he has been the secretary of the National Recreation Congress Committee.*



Mr. Rivers, with the aid of interpreter, Shuichi Koba, spoke in behalf of recreation to many mass meetings during his barnstorming tour of the Kumamoto, Kyushu, area with the Prince of Mikasa.

A very interesting and enjoyable evening was spent at a typical Japanese family "at home" dinner party with Soichi Saito, president of Japan's NRA, and his children and kimona-clad grandchildren.

Part III—Mission to Japan

t Recreation

The Japan recreation mission was an excellent example of a cooperative approach to a fundamental problem—leisure time and its constructive use. Privately supported agencies on both sides of the Pacific shared in the planning and execution, and are now following-up the findings. This project had the approval of both the American and Japanese governments though it was a non-governmental mission.

In preparation for our trip, the interest of organizations and individuals was enlisted in the project, their cooperation and support secured, and funds raised to finance America's part of the project. In Japan, the Japanese NRA planned and financed a nation-wide tour which made it possible to present our message of good will and cooperation to the Japanese people.

representatives of the governor, the mayor, and various ministries related to recreation.

The pattern generally was the same. Upon arrival in a town, we were met by officials, had press interviews, conferred with selected groups of leaders, made one or more public addresses, distributed literature, showed the motion picture film, *A Chance to Play*, visited recreation facilities, and had a series of individual conferences. This went on, literally, throughout our stay in Japan.

While in Japan we gave considerable attention to the problem of recreation for our military personnel on leave. In addition to touring throughout Japan, we attended the National Recreation Congress in Kumamoto. It was very impressive, and showed a vitality and a purposefulness that augurs well for recreation in Japan.

Sixteen hundred delegates from outside of the state attended. Another 2,500 within Kumamoto and surrounding cities made a total of about 4,000 participants. They had general sessions, discussion meetings and exhibits; and many of their topics were similar to ours. Square dancing filled the roped-off streets and vacant lots in various parts of Kumamoto. Speaking at a general session in a packed auditorium, I extended the greetings of American recreation leaders, explained our own recreation movement fully, its values and relationship to citizenship in a democracy, gave in detail the organization and services of our NRA, and offered our cooperation and good will.

We awarded, in behalf of the National Recreation Association of the U. S. A., a special medal to the Prince of Mikasa and to fifteen other Japanese leaders who had helped in building the national recreation movement in Japan. Those receiving the medals and citation were:

His Highness Prince of Mikasa
Mr. Soichi Saito
Mr. Shunzo Yoshisaka
Mr. Yoshihiko Kurimoto
Mr. Masayuke Asakura
Mr. Masazo Ikeda
Mr. Eiichi Isomura
Mr. Kenkichi Oshima
Mr. Shinichi Sato
Mr. Yoshiteru Shiratori
Mr. Genzaburo Shirayama
Mr. Taisuke Nishida
Mr. Jinzaburo Fukuyama
Mr. Tatsuro Misumi
Mr. Akira Miyama
Mr. Toru Yanagita

On one side of this medallion appears in relief a group of hurdlers fashioned by Tait McKenzie, one of America's great sculptors of youth. It is called The Joy of Effort. It is symbolic of the joyous vitality of the recreation movement, not only in its physical aspects, but in all of the varied activities which make up the recreation program.

On the other side appears the following inscription:

For enriching the human spirit through recreation.
National Recreation Association, U.S.A.

With the medallion was presented a certificate, signed by Otto T. Mallery, Chairman of the Board of Directors, and Joseph Prendergast, Executive Director of the National Recreation Association of America, which stated, in part:

"The National Recreation Association is proud of what its services have meant to America, and believes that its proper counterpart in other nations can contribute greatly to the enrichment of life for their people. It is our hope that this recognition of leaders in other lands, who share our aspirations, may serve to bring about a closer fellowship and an exchange of ways and means of enriching the human spirit through recreation.

"We welcome the opportunity—within the limits of our resources—to share with others our information and experience."

In addition, we presented to the NRA of Japan a basic library of our NRA literature and certain other publications characteristic of American life, presented a magnificent exhibit of arts and crafts donated by the recreation department of Portland, Oregon, and gave another showing of the motion picture film, *A Chance To Play*.

On one of the days at the Congress there was a session on international recreation. Colonel Caum, Colonel Ogden, Colonel Davenport, Colonel Moore and several other men and women representing the U. S. Army were on the platform participating in the discussion with representatives from Canada and China.

While at Kumamoto, Colonel Ogden, commander of Camp Wood, located nearby, invited us and a group of officials of the Japanese NRA to Camp Wood. Here we discussed the desirability of the closer collaboration of Army officials and Japanese leaders in providing recreation for both the servicemen and the Japanese people. Colonel and Mrs. Ogden showed us through the splendid recreation

At the Tokyo Rotary Club with club president J. Furusawa, the Prince and Princess of Mikasa, and Saichi Saito.

Mr. Rivers, the Prince of Mikasa and Saichi Saito with the lacquer lamps presented at the *Sayonara* (farewell) party.

facilities provided for our men inside the camp. We watched a demonstration of games and sports by our soldiers and Japanese civilians—an example of the collaboration we were discussing. Colonel Ogden is deeply concerned for the welfare of the young men in his charge. He has made Camp Wood a place of beauty; and those who return to it from Korea come back to a bit of America tucked away in the Japanese hills.

The Prince of Mikasa and his Princess attended the Congress and took an active part in it. President Soichi Saito, board chairman Y. Kurimoto, G. Shirayama, T. Misumi, T. Yanagita and others gave outstanding leadership to it.

On two of the days, the Congress broke up into groups and visited nearby cities, industrial plants, fishing villages and rural districts. The Prince and I barnstormed the area in behalf of recreation, speaking both to groups of leaders and to mass meetings indoors and out. We also worked together in this way at other times and in other parts of Japan.

Now, what came out of our visit to Japan? At a formal dinner given by the Prince of Mikasa for a group of important leaders in Tokyo a few days before we left, we discussed what had come out of this cooperative mission.

First, let me remind you that here is a nation of eighty-five million people, recently defeated in a disastrous war, living on land smaller in area than California, faced with pressing economic, political and social problems, their government completely reorganized, their way of life radically changed, and their acceptance back into the family of nations less than six months old when we were there.

Japan's open-armed welcome to the recreation movement is an outstanding example of how a tense world is turning to recreation for relief.

At the meeting mentioned above it was generally agreed that among the results could be listed these:

1. The concept of recreation in Japan has broadened.

2. Government leaders on all levels have faced recreation as one of the important national problems, and educators and officials have given consideration to it.

3. Recreation in Japan has had a better and more widespread coverage by press and radio than ever before.

4. A very considerable interest in home and family play was developed.

5. There was a general acceptance on the part of officials of the importance of leadership.

6. There was an acceptance of the need for strengthening and expanding the National Recreation Association of Japan as a service agency for local groups. It is now being reorganized and plans laid for a larger financing.

7. There was a recognition by many leaders of the necessity of including girls and women more generally in the recreation life of the people.

8. Attention was focused upon the problem of recreation for our own American service personnel stationed in Japan. We all know how acute is the problem of men in the armed forces away from home, even in this country. In the Far East it is much more serious. I found high ranking officers of the Army and the Japanese leaders concerned about our men on leave from camp or from the Korean front. We took time to have a series of conferences with them, including General Harrold, Commander of U. S. Forces in Japan.

These conferences culminated in a joint session in Tokyo just before we left, at which time a definite program was set up and plans made for an organization to bring about a closer liaison between the Army and the Japanese, and a more wholesome recreation program for our servicemen and for the Japanese people. Since our return to America, letters received from the Far East Command report steps already taken to implement the program.

9. One of the things that impressed us while in Japan, and which has grown upon us since our return because of comments and letters from leaders in America and Japan, is the fact that, in addition to the specific service to the recreation movement, the mission had value in building better international understanding. It can, and I believe will, continue to have this effect because:

a. We have gained a first-hand knowledge of Japan—the country, the people, the customs, the spirit.

b. We have brought back a feeling of admiration for the progress which has been made in the post-war period in industry, in local government, in education, in rebuilding of cities, in recreation development, and in looking forward rather than back.

c. We have experienced and know the extent of good

feeling that exists in Japan for America. Our trip was filled with evidence of this.

The international understanding and closer relations established through this bringing together of the recreation forces of the two countries have contributed to the total effort of strengthening Japan for a place on the team of free nations.

I am sure you will understand that in listing these things and other evidences which I shall cite, we are talking not in personal terms, but in terms of the recognition of the project itself which was completely a cooperative effort between America and Japan, and which was an expression and extension of the services of the National Recreation Association and of the whole American recreation movement itself.

Some of the evidence upon which we base our conclusions:

1. We had the status of "national guests" and received a friendly reception everywhere we went.

2. Governors, mayors and legislative representatives expressed to us personally the intention of giving more time and money to recreation.

3. In Osaka we were awarded the silver medal given to those who make a contribution to the Advancement of Culture in Japan.

4. A series of lectures which we had prepared, plus certain other information about the recreation movement in America, was published in a special booklet which is being widely distributed in Japan.

5. Statements, letters from the Prince of Mikasa, officials of the Japanese NRA and other leaders have expressed gratitude and appreciation for the progress made in the public understanding of recreation. His Highness, in his capacity as Honorary President of Japan's NRA, made two public statements about the recreation mission, one in the form of a letter which he read at the *Sayonara* party at the home of our host, T. Kato, the other at the gathering of national leaders at Korinka-ku. The latter follows:

"After the war, interest in square dancing swept the country. Some people in Japan thought recreation meant only square dancing. Mr. Rivers has broadened our concept of what recreation is and what it can mean to our country. His visit has been especially helpful in getting our governors, mayors and other officials to understand recreation and its importance. His concrete help on our specific recreation problems has been much appreciated.

"We have received much help from America. Since the war we have had many visitors who have tried to help us. In a few cases their plans appeared to be either too idealistic or not applicable to the Japanese situation. They were confusing rather than helpful in spite of good intentions. However, those who were connected with recreation have been helpful and constructive.

"Mr. Rivers' analysis of our situation was clarifying and his suggestions and advice have been very practical. Our people are accepting them. Steps are being taken to carry many of them out. The Rivers' insight into Japanese psychology, their friendliness and their frankness make us feel grateful to them and closer to America. From our point of view, their mission has been a complete success. We appreciate all they have done."

Mrs. Rivers listens as the Prince of Mikasa reads the citation presented, along with the lamps, in appreciation of the successful completion of their international recreation mission.

6. In Tokyo, just prior to leaving, a whole series of farewell gatherings, luncheons and cocktail parties, was held in our honor. Among them, a surprise square dance party featuring 224 dancers, each chosen to represent square dance societies, in the metropolitan area of Tokyo, having a total membership of 500,000 people.

Included was a luncheon party given by Governor Yeasui in Tokyo. The presidents and representatives of forty-eight different recreation associations came together to greet us and bid us farewell.

I wish there were space to share with you some of the conferences we had with certain individuals throughout Japan and to describe some of our experiences in that picturesque country. I remember the grand old man, Mikimoto, the pearl king who is ninety-four years old, who sat kimona-clad fanning himself and listened eagerly as I answered his question, "What are you doing in Japan?" When I finished telling him he leaned forward, tapped me on the knee with his fan and said, "Good, you should stay here a year. Japan needs your message."

I recall our several talks with Dr. Morito, former cabinet minister, who helped to write the new constitution for Japan and who now serves as president of Hiroshima University. He told me, "Japan needs a new spiritual foundation for its forward look, and recreation will help."

I would like to tell you more about Tatsuya Kato, also a former cabinet member, now president of the Nippon cinema, and a leading businessman of Japan. He was our host while we were in Tokyo. He put at our disposal his

home, his office, his car, and placed our mission first upon his list because he thought it was contributing to a clearer understanding between Japan and America and would result in more friendly relations.

I wish there were space to tell you of our visits to Japanese homes and our sharing of Japanese family life, our inspection of farms and factories large and small, our visits to temples and shrines, our rides in cars, on boats and trains and rickshaws, of our stay in Japanese-style hotels, sleeping and eating as the Japanese did—all sandwiched into a busy schedule. All of these contributed to an understanding of the people and their problems and gave us perspective for fitting recreation into the total picture.

Tatsuya Kato, one of Japan's leading businessmen, was a helpful, gracious host during the stay in Tokyo.

Yoshihiko Kurimoto, is chairman of the board of Japan's NRA and a very enthusiastic square dancer.

There were many moving experiences. I recall standing on the top of the City Hall in Hiroshima, where the first atom bomb practically wiped out a city of 400,000 people, and listening to the officials tell with pride of their rebuilding this former war center into a city of peace—where recreation is to have an important place. Rich in our memory is the visit to Tenriko, home and headquarters of the Tenri religion—where worshippers at sunrise and sunset dance to colorful music, and where we swam in a modern pool and, after dining with the Grand Patriarch Shozen Nakayama, joined his family in square dancing.

On one day we visited International Christian University, a fifty-year dream now being realized for an experiment in international Christian education. We attended the annual board meeting and later Dr. George Togasaki, chairman of the board, and S. Saito showed us the campus. There is belief in recreation here and it will become a source of leadership.

Here is a brief statement pointing up the strong points of recreation in Japan as I saw it:

1) The development of sports. This is wide-spread, and wherever I went I saw baseball, volleyball, swimming, track, and ping pong.

2) Fishing, hiking, and mountain climbing. Interest and participation in these is evident all over Japan.

3) Folk and square dancing. Interest in and development of them is phenomenal, has swept the country.

4) Use of school facilities. I was delighted to see some examples of the use of school facilities for community recreation in cities and in villages.

5) The National Recreation Congress in Kumamoto. This was extraordinarily good, and showed a vitality and a purposefulness that augers well for recreation in Japan.

6) Industrial recreation programs. Examples I saw were good and excellent results were being achieved.

7) Study and research. There is much earnest thinking, questioning, and some research going on. This is very healthy. Questions raised at meetings on techniques and standards showed real thought.

8) Leadership of Prince Mikasa. His interest and understanding, his devotion, his ability and his influence make him a great asset for the recreation movement in Japan. Prince Mikasa is the Joseph Lee of Japan.

Recommendations and suggestions for the Japanese to which we gave greatest emphasis were:

1) Wide-spread interest in *pachinko* (pin ball machine fad now sweeping the country) shows a hunger in the hearts of the Japanese for recreation. This is a challenge to recreation leaders and other thoughtful Japanese men and women to provide more and better forms of recreation for the people.

2) Trained leadership is essential; more attention should be given to leadership and more funds should be made available for it.

3) Children's playgrounds should be better planned; the number should be increased and leaders provided—volunteer and paid.

4) Home and family play are almost an unexplored field and offer great possibilities—there is a need to spell out how and what to do.

5) Girls and women should be brought more actively into recreation programs as participants and as leaders.

6) There is much interest in camping. It should be carefully studied and people—children and families—should be given opportunities to enjoy it. Bold statesmanlike leadership is needed to make camping in Japan an asset instead of a liability.

7) Schools and citizens' halls should be more widely used as centers for community recreation, building on the excellent start made.

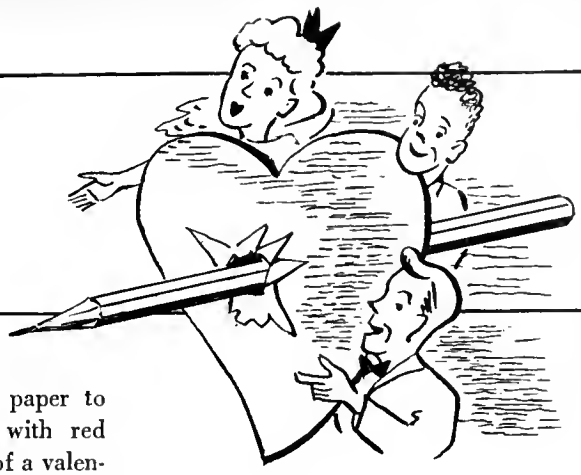
8) Educational work needs to be done on: what communities can do for themselves; use of what they have now in facilities; how recreation can be provided with limited funds; values of recreation.

9) Need for strong National Recreation Association of Japan with funds and personnel to serve local groups. The leadership should be broadened to include women and laymen with broad interests.

Those of you reading this report, who are looking forward to service in this profession, can have the added assurance that this movement in the future will increasingly be of value to the world at large, as it has been to America; that it can be an important factor in building the kind of international understanding which is necessary if our world, as we know it, is to survive.

A heavy burden rests upon those whose public and professional responsibility is to brighten the lives of people. Never was recreation service more important; never was the opportunity for the philanthropic dollar greater.

Pointers for PARTY MONTH



Party Plans

A GOOD party leader always plans for more games or activities than probably will be used. This enables him to switch to something different as often as is desirable. No game should be played until interest begins to lag but, rather, should be terminated while fun is still at its height.

Balance the program with both active and quiet games. All equipment or properties needed should be assembled and made ready in advance.

Plan some get acquainted or other activities that can start as soon as the first guests arrive. When the party is large, divide into smaller groups, as well as into partners. This device makes for easier handling of games, helps people get acquainted, and also lends itself to "progressive" parties, in which the winners move on to another group and another activity.

Do not overstress competition, or the awarding of prizes, but let your attitude be that of playing the game for the fun of it. If prizes are used award them to the group or to partners wherever possible, rather than to individuals; and be sure that they are inexpensive and humorous. If the latter, they can add fun to the festivities.

Your Valentine Party

For decorations — hearts, cupids, bows and arrows. All paper and pencil games will seem more in keeping with the season if you provide your guests with red pencils and heart shaped paper.

As a finale just before refreshments, why not try the following:

Impromptu Living Valentines—If possible, prepare in advance a large picture frame, about four feet by seven feet. Construct of boards four inches wide and wrap with yellow paper to simulate a gold frame, or with red paper to represent the edges of a valentine. A curtain can be arranged to slip easily on a rod attached to the top of the frame. If this is not possible, however, or your party is a small one, the game can be played just the same.

Divide the guests into partners, or groups, depending upon the size of your party. Present each group with a title, for which they are to compose and present a living valentine in the form of a tableau, while the remaining guests act as the audience. Place a time limit on this preparation—five or ten minutes will do. If the party is not a large one, provide crepe paper, doilies, feathers, scissors, pins, and other odds and ends of scraps from which they can improvise costumes. If desired, prizes can be awarded for the best, funniest, and so on.

Further zest can be added to the fun by turning each tableau into a guessing contest. Choose the titles of the valentines from titles of well-known sentimental songs, for instance, such as Little Gypsy Sweetheart, Annie Laurie, and so on, or from book titles, or from famous sweethearts, such as Priscilla and John Alden, Romeo and Juliet, Cupid and Psyche, and let the audience guess what is being depicted. In this event, the actors must be careful to display some unmistakable clues.

Your President's Party

If you are giving a Washington's or Lincoln's birthday party, why not drop the cherries, hatchets and colonial silhouettes from the decorations this year? Center the flag—or several of them—with a spotlight upon them if possible. (Remember that flags are *not* to be draped.) For other decorations, use red, white and blue.

Some "Whys" Behind the Planning

—Claire Jeanne Weubbold

A well-planned evening can overcome barriers—guests arriving in cliques, unfamiliar location, strangers in the group—to a good time for all.

Use tags as a means of team division. *Alternate the distribution* of four different colored tags. There is value in this method when a clique arrives. As each member receives a different colored tag, the clique will be broken as soon as teams are used, the "yellows" being on one team, the "reds" on another, and so on.

Use a game to overcome the self-consciousness of people in a new location. We all know that feeling of "at home" when we are familiar with our surroundings. A group can readily acquire that good feeling through a hunting game. Teams are organized in the suggested manner. Hidden around the room are squares of colored paper. Team members roam around the room in search of these for their team's credit. While doing this they are becoming acquainted with their environment; and the remainder of the evening they will have lost that feeling of strangeness.

Play several team games, so that the members of the teams gain a feeling of allegiance. Team spirit can result in the making of new friendships.

Singing games and just old fashioned community singing draw the whole crowd together for a happy ending.

WE SELL PUBLIC RECREATION

Ernest B. Ehrke

Recreation is the sugar and spice which makes life nice, it involves just about all the real fun on earth! Those of us who work professionally in the field of recreation, and who are loyal to the finer philosophies of leisure, are convinced that we do indeed have the very best jobs in all the world. Public recreation has swiftly taken its rightful place as a newcomer among worthy professions, for here is a public service founded on the good things of life.

We have come a long, long way since those early days of the sand lots in Boston, or of the original Jane Addams' Hull House in Chicago; and great strides forward are easily within the memories of most of us. We, who are engaged in this vocation, are, in reality, "public engineers of human happiness."

But even so meritorious a movement is completely dependent upon the understanding and support of the people. Their good will is a prerequisite to their approval, at the polls, of the vital bond issues or tax funds which are so necessary for the job.

In most departments the proof of the pudding is generously evidenced in the happy faces of participating patrons. These are the satisfied customers of public recreation, the friendly boosters, who are enlightened as to its benefits.

But, how may we reach those throngs of uninformed citizens who remain aloof and who apparently never make use of our services? How can we rightfully expect that these strangers-to-our-cause shall cheerfully pay taxes to support a service of which they know little or nothing? Many of these goodly people are your neighbors and mine; many of them doubtless still think of a recreation center as an unsupervised place in which to play ball, a hangout for underprivileged children, or a public cure-all for juvenile delinquency.

Let us not ever be so naive as to assume that public recreation departments can effectively function for long without the promotion and maintenance of good public relations. It is imperative that we seek the good will of Mr. John Q. Taxpayer, and that we shall confide in him at all times, for it is he who sits in the driver's seat. He should always know whither we are going and why. Then, and only then, will he be our friendly partner and our staunch supporter. It is as simple as that!

And just exactly how may this best be accomplished?

It is my earnest plea that we develop a greater understanding of the principles of good salesmanship, and that we learn to apply those principles universally in our work. We must actually *sell* our philosophies, just as surely as if we were selling tangible commodities. That is the magic formula. Let us see how it works.

First, consider the aspects of salesmanship in a more technical sense, as interpreted by the leaders of the business world.

The Ingredients of Good Salesmanship

Salesmanship is simply an optimistic form of applied psychology. That is to say, it is psychology so applied as to win friendly reactions and to influence people to our way of thinking. But salesmanship is also a thoroughly practical science, the successful use of which requires that we shall observe a few simple laws that govern it.

Sales experts of the business world tell us that all real salesmanship embodies a standard pattern of procedure which clearly distinguishes it from the more commonplace type of transaction known as order-taking. A few basic steps are always observed in the conduct of any genuine sale, regardless of *what* we are selling; for certain characteristics invariably exist in any sale, regardless of whether our transaction is completed in five minutes or five years, and regardless of whether we are selling a visible article or an intangible idea.

Here then are these basic fundamental steps or elements which are apparent in any ethical sale:

1. **The Approach** *(Attracting Attention)*—The salesman makes a friendly contact with his prospective customer, and attempts to capture willing attention.

2. **The Appeal** *(Stimulating Interest)*—The salesman focuses the customer's attention upon the quality, the function, the value and the desirability of the merchandise or idea which is being sold. This demands a tactful explanation or presentation of related facts with possibly a practical demonstration. The customer's imagination is stimulated, and he gains just enough information or knowledge to further whet his curiosity; and many questions race through his mind.

"How much will this cost me and can I afford it? Do I really need it or want it, and how does it compare with the competitive product which some other person or organization is trying to sell me? Why should I rush into it; maybe I should take my time and look around."

This is the salesman's golden opportunity to gain the confidence and trust of his customer, and to motivate in

Mr. Ehrke, *is director of the Harbor District, Department of Recreation and Parks, City of Los Angeles, California.*

him a strong interest in the merchandise or idea. All questions, all doubts, and all objections are met with courteous assurance and with a satisfactory explanation. This is the friendly duel of pros and cons.

3. **The Favorable Response** *(Desire Is Aroused)*—Now comes that most critical moment when the customer mentally surrenders to the suggestions of the salesman. Actually he has been so guided in his thinking as to agree with the salesman's proposition inwardly if not orally. His actions and speech will now indicate to the salesman that all sales-resistance has been lowered or reduced to a minimum. The customer has sold himself on the idea of being sold. Now he is willing or ready to buy, perhaps even eager to complete the transaction. Now he desires to possess that which is offered for sale!

The expert salesman is quick to recognize these symptoms as being signals inviting action. Thus far he has done his work well, but can he finish the sale?

4. **The Deal Is Closed** *(Action is Produced)*—Now he seeks to complete the deal while the "iron is hot." Strangely, perhaps, this last step is often the most difficult of all for the salesman. He knows that the sale is never completed until the final details are concluded.

This requires that there must be a mutual accord between salesman and customer, in these final moments of suspense, if we are to achieve a happy ending. But, because action is the normal outgrowth of desire, the deal is ultimately closed, and we should have a satisfied customer and a highly pleased salesman. A sale has been made.

Note: In actual practice several of these steps may often be combined or mixed together, or we may witness one of them strongly overshadowing the others. But their individual identity is never completely lost.

The foregoing analysis reveals that a sale is possible of completion only if and when the customer is ready to buy. In other words, any sale is in reality first completed in the mind of the customer. He must like what he sees and hears, or there can be no transaction.

The consistently successful salesman of the business world is keenly aware of this. In fact, his entire strategy is planned and conducted with this one question constantly in mind, "How may I encourage in the customer a strongly impelling desire to possess that commodity or idea which I am trying to sell?"

Characteristics of a Consistently Successful Salesman

There are many theories for success in selling, but the basic formula boils down to the application of a few qualities or skills which are universally known to produce desired results. Thus, whether we are selling automobiles, or whether we are selling our services in public recreation, our effectiveness will depend upon our proficiency in keeping within these simple axioms of good salesmanship:

A. The good salesman has a *thorough knowledge* of the merchandise or the idea which he is trying to sell. There is no substitute for being well informed as a means of commandeering the respect of the customer.

B. The good salesman has *good personality-traits.* His appearance, manner of speech, actions and behavior must meet with the approval of the customer. Physically, mentally, morally and emotionally he must "pass inspection."

Much has been written on this subject, emphasizing the many personal qualities of an ideal salesman. He will be tactful, cheerful, honest, punctual, reliable, courteous, and so on. The list is long indeed.

But all authorities agree that the one indispensable quality, above all else, is that conscientious loyalty to the cause, which we know as a *good attitude.* His attitude must reveal that he loves his work, and that he is personally very much sold on what he is doing. He implicitly believes in the merits of the merchandise which he would sell to others. Thus is generated the contagious spark of enthusiasm.

And further, a good attitude should clearly indicate that the salesman has the interests of his customer sincerely at heart at all times. For that very important person is at once the judge and the jury of this dramatic episode.

C. The good salesman must have a *generous capacity for hard work, intelligently organized to produce results.* In other words, he must have the mental ability to plan a logical campaign, and the physical energy to carry it through to completion. He knows *what* to do, and so he does it.

Likewise, it is important that he must know what *not* to do. For example, his enthusiasm should never be overly excessive, or artificial, lest he be suspected of ulterior motives (high-pressure tactics). Too, he will refrain from talking too much and for too long a time, as this is called "overselling" and can quickly nullify all chances of a sale. Similarly he knows full well the utter futility of arguing with those to whom he would like to sell his idea.

The successful salesman has the "know-how" of getting along with people; and he leaves no ethical stones unturned in attempts to motivate the reactions of customers.

Fine words these, for the hard-boiled world of business. But just exactly what has all this to do with *our* work in public recreation? Surely we are not to be concerned with such highly technical theories of salesmanship?

Where and When Do We Sell Public Recreation?

Everything we do in our field of public recreation involves opportunities for us to help our citizens achieve greater happiness; and our success in this regard may depend very largely upon the manner in which we apply the basic principles of salesmanship in our tasks.

Whenever we talk on the telephone, whenever we converse or correspond with others, whenever we meet with citizens individually or in groups, whenever, wherever and however we contact people, we are the potential salesmen and they are the potential customers.

We are selling ourselves, our services, our department, our ideals and the objectives for which we stand. The recreation center or playground, the swimming pool or public beach, the sports field or craft center, the park or the city hall—these are the fox-holes of public opinion, where each and every taxpayer is ready to evaluate the department by what he sees and hears.

The Recreation Worker as a Salesman

Our professional recreation worker is steeped in the high ideals of his calling, but he is also a thoroughly practical

person, skilled in the art of being helpful to others. Always and in all ways he is meeting people and more people. He *captures their attention*, he *stimulates their interest*, thus *arousing their desires to participate* in the benefits of public recreation, and then he *produces opportunities for action*, which represents "closing the deal." The standard familiar pattern of salesmanship is clearly evident throughout the day's activities.

It requires a lot of real salesmanship to develop high standards of sportsmanship among those who play on the athletic field; or to encourage timid beginners to learn the skills of swimming and diving; or to prove that it's a happy experience to make things with one's own hands; or to organize a club, direct a community sing, call a square dance, and to stimulate active participation for all. It takes a salesman to effectively organize a recreation program with due regard for the needs of the local community.

Also, we might ask ourselves what happens when a departmental representative appears as guest speaker before some local service club or civic group or parent-teachers' association, or when one of the top-flight administrators or executives of your department meets with a citizens' committee to discuss the pros and cons of some knotty problem involving public recreation. Surely these are occasions which call for salesmanship of the highest degree.

The list of examples is endless indeed, revealing the needs for the continuous application of the basic principles of salesmanship in all the many phases of our work.

Our professional recreation worker is not expected to do the total job singlehanded or alone, however. Our mythical sales-manager leaves no stones unturned in his efforts to muster a one hundred per cent sales-team; for we should be content with nothing less than a maximum in salesmanship on the part of each and every employee on the payroll.

Moreover, an employee may not necessarily be one of our professional recreation workers, but could be any staff employee—any clerk, janitor and so on—in the department.

The positive attitude and spirit of good salesmanship should permeate every nook and cranny of the organization. It is not enough that the truck driver shall know how to drive a truck. It is not enough that the stenographer shall be skilled in typing and shorthand. It is imperative that all employees in any public recreation department shall know *why* their services are needed; that they understand something of the philosophies and functions of their departments, and that they themselves shall be acquainted with the basic traditions and objectives of our work. In other words, we first of all must sell *ourselves* on what we are doing, before we can successfully hope to sell our ideas to others with maximum effectiveness.

Thus, even the humblest employee can be made to feel that he belongs on our sales-force, that his task is a vital part of a great public service. This is, of course, the ideal goal, when all employees of the department discover that we are working together in a common cause, and when this spirit is reflected in the positive attitude of each and every human being on the payroll.

The Private Citizen as a Salesman

Who is the all-powerful third man on our team? An indispensable member of our sales-staff is he, his salesmanship spells the word "a-c-t-i-o-n". We refer of course to the *enlightened* citizen who seeks the good things of life, and who knows the value of wholesome activity for his family and for himself, for his friends and neighbors, and for his community. He has tasted the "samples", and he wants more—bigger and better playgrounds and parks, with professional leadership on the job, plus an adequate financial budget to make all this possible.

His sales-talk may be heard informally over the backyard fence on a Sunday afternoon, it might be voiced more vigorously at the local chamber of commerce, or it might be expressed more formally within the cloisters of the city council. But wherever and whenever he has the slightest opportunity, this willing worker sings the praises of public recreation.

It is this type of volunteer who becomes our super-salesman, and arouses a public-recreation-minded citizenry to approve recreational bond issues at the polls, and to elect those political leaders to office who respect public recreation as a truly essential service.

Surely we should scrutinize and utilize all potentialities in this our task of selling public recreation. It is up to us!

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G. Ott Romney

YOUTH and the Services

Today's Challenge to the Community Leader

If our best educated guessers are correct we, in America, may be in the process of defending—with our resources and manpower—our democratic form of free society for at least one decade, and perhaps for several. If the free people of the world are to defend the democratic way of life, against communism and against those who would force their ideology upon the world, we must anticipate that the young people of today, and of generations yet unborn, will serve some of the most impressionable years of their lives in a military environment. They will eventually become alumni of the "University of the Military." Such citizen soldiers, coming from the civilian communities of the country, will return to civilian life and become the American citizen of tomorrow. What happens to them during their military service can not help but be reflected in this nation's future culture.

Every insurance must be taken to keep alive in these young men and women the essence of our democratic society—our freedom and our American way of life. It would be mockery and tragedy if that freedom, which we prepare to defend, were lost in the process of preparation and training for defense.

During the past wars, we were reconciled to the fact that the civilian soldier was taking "time out" from the usual flow of his life, and we anticipated and expected casualties, among the men in service, in education and certain other fields. It is now more generally accepted that military service can be and must be a "plus-time" in the lives of the young men and women who make up this large civilian-military force within our democracy. We are becoming more and more convinced that it can not be a time of negative experience or one that demoralizes.

Obviously, there is a responsibility, not only for the military commander but for the civilian leader, to keep alive the virtues of our society and to encourage during both on-duty and off-duty hours the growth and development of our youth as future citizens. Their morale in the service must be high, and their usefulness as citizens of the future increased. We believe that they can be sent back to their communities better developed human beings and better citizens than when they entered the service. Therefore, such a responsibility can not be assumed by the military commander alone. It must be shared by the national organization directors and the community and civic leaders.

American communities have in the past adjusted themselves to new responsibilities, and established community organizations to meet the challenges of their section and of the day. It is reasonable to assume that, given insight into the long-range responsibility of this problem, they will understand and undertake their obligations. In creating a wholesome and hospitable environment for the youthful stranger away from home, all our community leadership and resources must be enlisted. This includes the organizations in education, religion, health, safety, recreation, welfare, and housing as well as the open door of hospitality into the best of our family life. The American communities near our posts and camps realize they can not put barriers around their customary way of life, nor do they expect to build a stockaded reservation in the form of a service club in the center of the city to avoid a penetration of service personnel into the usual way of life within the community.

They know that the golden rule should be operative. In the real sense, the communities have loaned their youth to other communities — who should, in turn, greet cordially the opportunity to accept as youthful guests these men and women of the services, who have been brought to the military installation. There is a continuing need of integrating the military installation

Mr. Romney *is Chief, Community Services Branch, Special Services Division of the Department of the Army.*

and the nearby communities where the youth in the services will be spending their free time. Communities need to organize their leadership and resources to do a completely effective job. This community leadership includes the tax-supported governmental agencies in recreation, education, health and welfare. The voluntary services of the civic, patriotic, fraternal, welfare, the religious and special interest groups of the neighborhood should play an important part in the program. The commercial recreation services such as motion picture theatres, bowling alleys, skating rinks, and so forth, are important facilities for this off-post recreation. The doors of hospitality, of the humble and the affluent alike, should be thrown open for the innumerable home-like events that mean so much to the men and women in the service. When the community has strained its own resources to the limit, and meets problems beyond the range of its community resources, then the outside assistance from voluntary and governmental agencies should be called upon. These resources will be found in the many national, private or voluntary organizations, as well as in our public agencies. (They include United Service Organizations, United Community Defense Services, National Recreation Association, American Legion, Federal Security Agency, Public Health Service, the Office of Education, and the Federal Housing Agency.)

The Army and the Air Force Community Services have organized a field staff to work with military commanders and community leaders to interpret, counsel, stimulate and advise in the better use of off-post leadership and resources: for furthering the program; for better facilities and services within the community for the recreation and welfare of service personnel. The job is so large that there is a place for all organizations and individuals who care to join the team. There is no time or place for jurisdictional jealousies or agency conflicts. No time, effort and ingenuity can be wasted to defend imaginary professional borderlines. The Community Services Program affords the opportunity for integrating all the forces in recreation and welfare in a united effort for the youth of America who will be our future citizens.

Are You Progressive?

More and more community recreation departments, these days, are using an excellent device to educate the local public recreation-wise, to set forth the year's accomplishments and plans for the future, and to promote current activities. Each year, they utilize a full page, or more, of the local newspaper to either present their annual report to the community, or to issue an invitation to citizens to participate in recreation department activities. Attractive layouts, artwork and photographs are used in many cases. The project is financed through the cooperation of community merchants, whose names appear somewhere on the page.

In Manhattan, Kansas, for example, where community cooperation is the keynote of the whole presentation, headlines announce to readers, "This is Your Invitation to Participate in Your Recreation Activities! School Year 1950-51 Recreation!" Line drawings of recreation activities are used, and the sheet is headed by a letter to citizens, signed by the superintendent of recreation and his assistant, which says in part, "Listed here are some of the activities sponsored by the various organizations of our city. . . . Cooperation rather than competition will enable our people to have a full, happy and worthwhile season. Watch the newspapers for special events." Boxed notices describe the variety of activities, giving pertinent information as to time, place and sponsor. In the center of the page, under the caption, "Progressive Communities Cooperate," a list of the local hobby groups and clubs, is followed by these three suggestions:

• In order for your child to obtain the best from his school year we urge you to join and take an active part in your Parent-Teachers Association.

• To receive the full value of religion we feel that it is good for you to take advantage of all the social program offered by the church of your choice.

• Do what you can to provide your home, your back yard and your living room with the best you can for yourself and your family to enjoy together. Remember, families that play together, stay together.

The page is signed by the merchants who sponsor the advertisement.

Other community recreation departments from which we have received notice or samples of similar pages, most of them presenting an annual report, are:

Berkeley, California, four pages.

Iowa City, one half-page.

Leavenworth, Kansas, one page.

Las Vegas, Nevada, four pages devoted to parks and recreation as a part of the city manager's report.

Concord, North Carolina, separate stories and items of information scattered throughout entire edition of paper.

Charlotte, North Carolina, fourteen-page, special section, shared with regular advertising.

Altoona, Pennsylvania, two pages.

Pottstown, Pennsylvania, one page.

Houston, Texas. Items spotted through whole section devoted to report of mayor-council government.

If you have not already done so, why not try this as a cooperative community venture?

John E. Friars

BOEING GOES FISHING

Fish caught in the one-day derby are examined by both spectators and contestants. Prizes to be awarded are displayed in the plant cafeteria. Lower right, proud fishermen holding silver salmon, are winners of first, second, third and fourth prizes.

THERE will be lots of salmon. The kings are in now; and the silvers will be arriving in large numbers. I predict good weather, good fishing, and the most amazing crop of alibis ever heard by mortal ears." With these deathless words from Frank Braile, Supervisor, Personnel Relations, and also the publicity director for the event, the Boeing Employee's Annual Fishing Derby was off to a racing start again this year.

The derby, sponsored each year by the Boeing Airplane Company for its employees, is only one of the special events in a regular program of recreation activities initiated and run by Boeing employees with the sponsorship and help of management. It is generally considered to be the largest one-day salmon derby in the world. Participation seems to be limited only by the number of boats available. This year 1,500 ardent anglers cast their lines from some 750 boats. Over 5,000 employees vied for the honor. Because of the high interest and the limited number of boats available, a ticket drawing was held and the lucky 1,500 were selected. The suspense during this drawing is so great each year that it threatens to become as big an event as the derby itself.

From the opening gun at sunup until 10:30 A.M.—the eager fishermen match wits with the silvery salmon. They

JOHN FRIARS *is with the company's recreation department.*

fish on either of two large bay areas on sparkling Puget Sound, which borders the west portion of Seattle. Various commercial boathouses surrounding the fishing areas supply the boats, with one boathouse on each bay designated as official weighing station. All fish caught must be weighed in at one of these official stations in order to qualify for a prize. After the weighing-in ceremonies, and a moderate amount of milling around and gnashing of teeth, all contestants and spectators are invited to repair to the main cafeteria at the Boeing Plant No. 2. There, at noon, prizes are awarded to those gold-plated, shot-with-luck characters who have caught the biggest fish.

Through the courtesy of Boeing Airplane Company, and through receipts from ticket sales, more than fifty prizes, amounting to nearly $5000 worth of merchandise, are awarded annually. This year's prizes included: a 16-foot boat with 16 h.p. outboard motor, 21-inch television set, deep-freeze unit, coffeemaker, garden tools, fishing equipment, power lawnmower, household wares, and others.

A novel feature is the annual awarding of the thirteenth place mystery prize. The possessor of the thirteenth largest fish caught in the derby receives the mystery prize, the identity of which is kept "top secret" until the crucial moment of award. This year the "lucky thirteenth" was a work bench complete with hand tools and five different power tools.

In the 1952 Derby, a man who had never been fishing before took first prize, a woman who had never fished before won the thirty-third prize, and a man who caught a seagull won the mystery prize (he also caught a 12-pound 7-ounce salmon). An adept swoop with a dip net furnished him with the careless seagull which he brought along to the prize awarding for luck.

In all, 168 salmon were boated this year, ranging from 16 pounds on down. The winning fish in the '51 Derby was a 35-pound king salmon.

Anticipation runs high for months beforehand among the employees. The thrill of tying into one of these thrashing, twisting, powerful titans of fishdom is an experience easy to dream of and very hard to forget. And the lure of the prize displays for the lucky winners does not in any sense tarnish the dream. Preparations are exactingly made. Equipment and conditions must be right for the big day. Even the date of the derby is carefully selected by "experts" in the field of salmon prognostication. Strangely enough, and fortunately, the past two derby dates have fallen precisely on days of large salmon runs. The experts, of course, immediately claimed mystic powers, and for months were heard to mutter darkly of spawning cycles, tidal conditions, herring schools, and quarters of the moon.

When derby day arrives the water is dotted with boats and the docks are crowded with excited spectators watching the fishermen as they weigh in their prize catches. The air is filled with good fellowship such as only fishing companionship can bring; and everyone, labor and management together, has a whale of a time.

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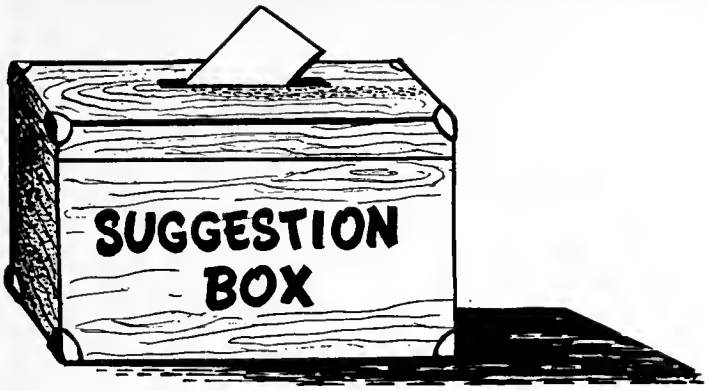


Concrete Floors

Surface treatments for concrete floors are presented in an excellent information sheet, put out by the Portland Cement Association—a national organization limited to scientific research. This covers not only the fundamental rules for making, placing, curing and finishing the concrete, but also the following topics: Cleaning the New Floor, Hardener Treatments, Fluosilicate Treatment, Sodium Silicate Treatment, Aluminum Sulphate Treatment, Zinc Sulphate Treatment, Oil Treatment, Coverage, Painting and Waxing. It is available free from the Portland Cement Association, 346 Madison Avenue, New York 17.

Symphony Orchestra

If you listen to the Philharmonic Symphony Concert over CBS, on Sundays, you will have noticed that the intermission is often given over to a story about the activities of some specific community symphony orchestra. We called Mr. James Fassett, supervisor of music at CBS, who acts as commentator for the program, to find out where and how he obtains his information for this program, and to tell him a bit about community recreation department activities. Most of his information, to date, has come from the American Symphony Orchestra League.

He assures us, however, that he is interested in receiving reports of any symphony orchestras, amateur or otherwise, which are sponsored by any recreation departments, private organizations, communities, and so on, particularly those in sections of the country where there is no regular musical program, or where the orchestra travels to rural sections of the country to bring music to those who would otherwise not hear "live" music. He tries to use news of programs that are different or unusual, and is interested in receiving specific information as to how the group was organized, how it functions, who bears the responsibility, how it is financed, and any information that might prove useful to others wishing to initiate similar projects.

There is no regular series planned, nor are specific dates set for using the information, in the intermission talks, and of course he cannot promise to use all of the material sent to him.

If you have a symphony orchestra in your town, which is in any way unusual or outstanding, here is a chance, at least, to give it national recognition. Why not write the details to Mr. Fassett at CBS Radio, 485 Madison Avenue, New York City, with the understanding that he may be free to use any, or all, or none of the material, as he sees fit?

Mass Ball

Special events on our playground during a Thanksgiving Field Day, included Mass Ball. A five-foot-high, air-filled, canvas ball, which is used in army programs to condition the soldiers, was on loan from the nearby army post at Fort Belvior, Virginia. Excited, dungaree clad youngsters were divided equally, into teams, according to age and sex, with approximately twenty-five participants on each team. The ball was placed in the center of a football field; the respective team members were back twenty yards from the ball; the referee blew his whistle, and away they went, pushing, lifting, kicking, in an attempt to move the ball across the goal line. After twenty minutes of unrestrained effort the contest was called a draw.

Among other activities on our special program was the always popular tug-of-war. The children were excited, because at the end of the line a water-soaked mud hole awaited the team who didn't quite have enough "oomph" in their pull. A muddy time was enjoyed by all!

Then came the gathering around the grandstand for the drawing of the lucky numbers for the door prizes. Everyone had received a numbered ticket upon entering the playground.

Huge canvas pushball, borrowed from a nearby army post, is used in a spirited game of Mass Ball, one of the special events at Sousa's Thanksgiving Field Day.

"Miss Thanksgiving", in pigtails, plaid shirt, and dungarees, drew the lucky numbers from the box. The grand prize was a bushel basket of food; and ten other lucky winners received free tickets to nearby theaters. These prizes were donated by the recreation council, a volunteer group of parents in the community.

HERBERT RATHNER, *recreation director of the Sousa Recreation Center, Washington, D. C.*

Presenting a few pet ideas that have worked successfully, as reported by recreation executives at the 34th National Recreation Congress.

Pet Ideas

Teen Age Advisory Council. (K. Mark Cowen, Department of Parks and Recreation, Elkhart, Indiana.) His department has had a thirteen-member Junior Advisory Council for four years. Composed of teen-agers, it sponsors a variety of activities, some of which require the raising of funds. Among them is an annual meeting with the city council and the superintendent of schools. This affair is a free dinner for the city and school officers and is financed by money-raised by the Advisory Council. Teen-age members preside at the meeting, which is unrehearsed, and tell what they think about civic and school planning. Originally, the council was selected, with the assistance of the dean of boys and the dean of girls at the local high school, from among the sophomore, junior and senior classes—four from each class and one member at large. At the outset it was indicated that the recreation department wanted young people with ideas, and with energy and initiative, who might not fit into the usual "mold." These young people now assist in selecting new members for the council as they are needed.

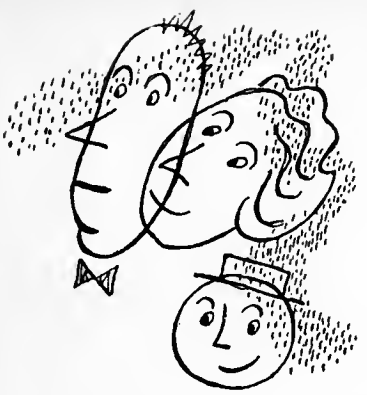
Playground Advisory Councils. (Jack M. Hoxsey, Department of Parks and Recreation, San Diego, California.) They have advisory councils for all playgrounds, to help in planning the programs for those areas. Members of a council include representatives from PTA's, school officials, private agencies, churches and other groups interested in the "business of recreation." They meet at least three times a year, previous to each seasonal program, to plan and schedule activities to meet the needs of the playground community. They also help to establish priorities in the use of equipment, in the scheduling of activities, and represent their playground at meetings held by the city recreation department. They are also a coordinating group for special events. They have no budget. This is their third year of operation.

"Buck" Contest. (Guy Wertz, Waukesha, Wisconsin.) Every child arriving on the playground, as the program began, was given a "buck" of special paper money printed by the recreation department. This carried notations about the department on one side and was labeled "One Buck" on the other. The child could also receive an additional buck for doing "chores" on the playground. At the end of the season, the department collected old pieces of equipment, and many local merchants contributed additional items, for an auction at which the children were given opportunity to purchase any of the items that appealed to them with the bucks they had earned during the season.

Christmas Institute. (Margaret Wilson, Board of Parks and Recreation, Winnipeg, Canada.) Before Christmas, the department sponsors a Christmas institute, at which women in the community teach each other Christmas crafts traditional with their families or nationalities. Since Winnipeg has a large foreign-born population, this provides a socializing activity of great value. The only specification is that the craft taught must use odds and ends of materials. Now in its third year, the institute is so large that more of them will have to be scheduled.

Men's Cake-Baking Contest. (Selwyn Orcutt, Recreation and Parks Department, Fayetteville, North Carolina.) This community, near Ft. Bragg, has just held a men's cake-baking contest in which there were sixty-two entries. Prizes were offered by two commercial concerns which cooperated with the local recreation department in conducting the contest—Sears and Roebuck and General Mills. The first prize, an electric cooker donated by Sears, was won by a chaplain, while the second prize went to a local citizen, and third prize to a lieutenant colonel from the base. (As is usual with activities of this kind in this community, because of the proximity of such a large military reservation, the activity was a joint military-civilian one.) The oldest participant was seventy-two years of age. The contest was advertised through use of posters, spot ads, and radio announcements. Cakes were judged on the basis of taste, texture, and looks, with home economics teachers, housewives from the city and the base, and the mayor acting as judges. Cakes had to be baked at home by the men. Women were allowed to supervise but not assist in the baking. It was felt that entrants were honest in their entries. The prize-winner gave his recipe over the radio after awards were presented.

Men's Cake-Baking Elimination Contest. (Fran Hartzell, Department of Recreation, Chambersburg, Pennsylvania.) Chambersburg also holds a men's cake-baking contest, but conducts eliminations in the various clubs of the city first. Winners then meet for the "bake-offs" at the V.F.W. clubrooms, with General Electric Company supplying the stoves, General Mills the



home economists for judging. An admission fee of ten cents per person is charged and cakes are auctioned at the end of the contest. Funds thus obtained go to the department for other activities.

Mother-Child Swimming Lessons. (Keith McDonald, Vallejo, California.) A series of classes is offered for mothers of children of about two and a half years and older. Both mother and child get into the pool at the same time, learn basic swimming skills, and the mother is prepared to go on from there.

Little Decatur Baseball Leagues. (R. J. Foval, Superintendent of Recreation, Decatur, Illinois.) Twenty-four teams participated in the Leagues in 1952. These are conducted on a strictly local competition basis, with no out-of-town trips or other competition. This fact was established and advertised at the outset so there could be no complaints later. Definite regulations were also established. There were no uniforms unless the boys wanted to buy them, and then the purchase was restricted to a hat and T-shirt. Because of publicity about little leagues in general, many service clubs have wanted to assist in the program; so, in 1953, four different service clubs have been designated as sponsors of the four different leagues, and each club is limited to a hundred dollar expenditure.

Playground Safety Signs. (Mrs. Martha Turner, Supervisor of Recreation, Memphis, Tennessee.) Painted signs providing a space for keeping a playground safety tally are hung under playground bulletin boards. These give information on the number of days without accident on each playground. Statistics are brought up-to-date each morning at the time of the flag-raising ceremony.

Today in Recreation—Bulletin Board Showcase. (Tom Belser, Superintendent of Parks and Recreation, Montgomery, Alabama.) A 5 foot by 10 foot bulletin board showcase, about 4 inches deep, was attached to a building located on one of the most prominent corners in the city this summer. It was equipped with a sliding glass door. The background was white. Inside the case in huge letters were the words "Today in Recreation." Underneath the heading were listed current facts on the recreation program in the city. These were changed once or twice a day to keep the board up-to-date. Although it was not locked during the first half of the summer, there was no vandalism. The board was very popular and two or three businesses in the city have already adopted the same method of reaching the public. One of the problems involved in such a project is the matter of keeping the board up-to-date over a long period of time.

Tom Sawyer Day. (Thelma Wicke, Superintendent of Aquatics, Honolulu.) On the Saturday before the beginning of the annual "learn-to-swim" program the children gather on the beaches for "Tom Sawyer Day." Approximately 1,800 children "comb" the beaches for materials—the purpose being to get them clean for swim week. The activity is also a treasure hunt, for the children collect all kinds of things, some of real value, in addition to debris. Any money which the department obtains from the items found, goes into a fund which is used in the program. It has been noted, however, that the children would be willing to participate even if they did not find any real treasure simply because it is fun.

Cheering Corps as a Dance Activity. (Mrs. Elsie Allen, Friends of the Dance, Tacoma, Washington.) Participants get partners and divide into groups. Each group elects a director who comes to the leader for directions on lining up a "cheering corps" in his group. Each person in the group leads a cheer. If they do not know a cheer, they get together first for a "growl" and get into the spirit of the activity. After each person has led a cheer in his group, one person is selected to represent the group and the chosen ones from each group compete with each other, the "winner" then being given opportunity to lead the entire assembly.

Talent Programs. (Mrs. Mildred Hughes, Recreation Director, City Park Bureau, Portland, Oregon.) Different age groups, having special interests, join together and practice for talent programs. When they have their programs worked up, they go out for public appearances before civic groups. Most of the groups are composed of teen-agers, and these appearances help to make them civic-minded. All races participate.

Free Swimming Lessons for Playground Attendants. (George Markley, Director of Recreation, St. Joseph, Missouri.) A plan for exchanging services on the playground, for playground attendants, with one lesson for each service session, resulted in the giving of 3,000 free lessons last summer to such attendants.

Youth Honor Day. (George Markley, Recreation Director, St. Joseph, Missouri.) The young people in the community sign pledges not to destroy property on Halloween. Those who sign the pledge are given a free party in a central spot. About 4,000 children participated last year. The Moose Lodge was the cooperating agency.

For further "Pet Ideas" see *34th National Recreation Congress Proceedings*, published by the National Recreation Association. $2.25.

It has been suggested that "Pet Ideas" might become a regular department in RECREATION. We would like to hear from all those who are interested. Can we be assured of a steady supply of such "ideas"?—Ed.

Many of these facts cover implications which are significant for the recreation field. Among the needs that demand study and action by leaders in the recreation movement, as pointed up by the figures, are the needs to:

Provide, near the homes of children, more recreation facilities such as play lots in large-scale housing developments, or sections for young children in neighborhood playgrounds to serve the increasing number of children of pre-school age.

Make plans for recreation areas, facilities and leadership to take care of the needs of the increasing number of children of elementary school age in the years ahead.

Set aside recreation areas in suburban communities near large population centers, in anticipation of the rapid rise in population.

Study the amount and types of recreation areas most appropriate to the central portions of our large cities that are losing population.

Develop programs for the increasing percentage of the population over sixty years of age who have much leisure.

Make sure that the need for greatly increased funds for school sites and classrooms results in cooperative planning on the part of school and city authorities and does not result in elimination in new school buildings of facilities suitable for community recreation use.

Give more consideration in recreation programs to the needs of women and girls.

Recognize that the need for community provision of play opportunities for young children is increasing as the size of families decreases.

SIGNIFICANT FINDINGS

The facts revealed by the 1950 census, with reference to changes in the composition of our population and various other population trends, have much interest for all who are concerned with planning for recreation in the years ahead. The census figures will be useful to professional and lay leaders in the field of recreation, to the extent that regional and national characteristics revealed by the figures are correctly interpreted and adapted to local situations. An excellent summary of significant census data, issued by the Research Division of the National Education Association of the United States,* affords the basis for the statement that follows.

The 1950 total population of the Continental United States was 150,697,361, an increase of more than 19,000,000 persons over 1940. It represents a rate of increase twice as rapid as that which occurred between 1930 and 1940, and it brought the nation's total population almost to the figure which, in 1940, had been predicted for 1980—a full generation hence. Thus the total population figure for 1950 itself indicates a sharp acceleration in the expected growth trend. The sharp upturn between 1940 and 1950, to an increase of 14.5 per cent was unexpected by most students of population trends.

During the past half-century, between 1900 and 1950, the population has approximately doubled. This fact, together with the doubled rate of increase of the past decade, strongly indicates that the era of a static population is not yet at hand. Economic and social planning, including plans for public education, must be geared to the idea of growth and expansion, at least for the years immediately ahead.

Only four states—Arkansas, Mississippi, North Dakota, and Oklahoma—had net losses in population between 1940 and 1950, in each case very slight losses.

Birth and Death Rates—The population growth of recent years has resulted quite largely from natural increase rather than from net gains from immigration. Beginning in 1941, the birth rate began to climb, reaching 25.8 per 1,000 in 1947, the all-time high since the birth-registration areas have functioned. There have been slight declines since 1947, but, according to the best estimate, the rate in 1950 was 23.5 per 1,000 population. This approximates the rates for the period 1917 to 1921.

The increase in birth rate since 1940 has been relatively much greater for the urban population than for the rural. The actual birth rate for urban residents since 1947 has been higher than the rate for the rural people. The birth rate for the non-white population runs consistently higher than that for whites. Another significant trend during the past decade is the relatively greater increase in the reproduction rate for well-educated women than for those of low educational attainment.

During the past decade the death rate has continued to decline. Mortality statistics go back only to 1900, but in the half-century just ended the death rate has been cut almost in half. For 1900, the death rate was 17.2 per 1,000 population. The rate has gone on down to an estimated 9.6 per 1,000 for 1950—an all-time low since mortality statistics have been reported. Infant death rates are slightly higher in rural areas than in urban, 33.1 as compared with 31.2 in 1948.

General Population Characteristics—Among the characteristics of population of special significance for recreational planning are: age distribution, racial distribution, marital status, size of families, and rural-urban distribution. A shift in the sex distribution of the population is pointed out as a matter of general interest. In 1950, for the first time in census history, the number of women exceeded the number of men by over a million, bringing the

* "Schools and the 1950 Census", *Research Bulletin*, December, 1951.

from the 1950 CENSUS

sex ratio to 98.1 men per 100 women. In rural areas, men outnumbered women, but in urban areas the ratio was only 94.1 men per 100 women. At present an appreciable excess of females over males is found only in age groups beyond fifteen years.

The rate at which the average age of the population of the United States is rising was checked slightly by the recent upturn in the nation's birth rate, but has not been halted. The increase between 1940 and 1950 in the per cent of the population under five years of age (from 8.0 per cent to 10.8 per cent) just about offsets the ten-year decrease in the per cent of the population between 5 and 19 years of age. The per cent of 20- to 44-year-olds remains substantially unchanged. The two age groups above 44 show a slight increase. An upward climb of the median age for the total population during the past 100 years is noted, from 18.8 years in 1850 to 30.1 in 1950.

The figure for life expectancy had climbed by 1948 to 67.2 years—within striking distance of "three-score years and ten." Within a decade, the average had pushed upward by nearly 4 years. The life expectancy for women is about 5.5 years greater than that for men. Life expectancy for the white population is 68 years as compared with 60 years for non-whites.

Time has produced only minor changes in the proportion of the white and non-white population. In 1850 the white population accounted for 84.3 per cent of the total. By 1900 this proportion had grown to 87.9 per cent. Since 1920 it has remained virtually constant at just under 90 per cent.

Of the nation's nearly forty million families, about half are families without any children of their own under 18 years of age. One-fifth have one own child under 18 years of age; one-sixth have two own children; only 14.1 per cent have three or more children under 18. Despite the recent upturn in birth rate there was no child under 6 years of age in 70.5 per cent of the nation's families in 1950, and only one child under 6 in 18.5 per cent of them. The effects of the high birth rate were more than offset by the effects of the high marriage rate and other factors that tended to increase the number of households. As a result the average number of persons per household in 1950 was only 3.39 as compared with 3.67 for 1940 and 4.01 in 1930.

Urban — Rural Communities — For the 1950 census a new definition of urban communities was developed which, in a word, included some unincorporated but densely populated areas that had heretofore been omitted. Many of the new urban areas brought in by this definition are fringe areas or unincorporated suburbs of large cities. Almost two-thirds of the total population—more than two-thirds of the people in both the West and the Northeast regions—are urban dwellers. Less than one-sixth live on rural farms.

There are now 4,270 urban places of 2,500 inhabitants or more. All but 397 of them are incorporated. The 106 cities over 100,000 in population constitute only 2.5 per cent of all the urban places, but their combined population is approximately half of the nation's urban population and nearly a third of its total inhabitants.

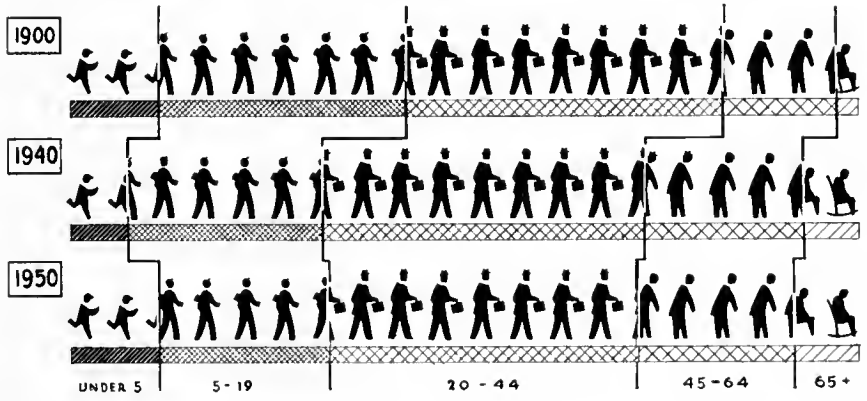
The 1950 census designates 168 "standard metropolitan areas." Each such area contains one or more cities over 50,000 in population, known as the "central city" (or cities), and certain "outlying parts" which are densely populated and closely integrated in social and economic matters with the central city. Growth in the central cities of the metropolitan areas between 1940 and 1950 was only 13.0 per cent, but the rate of growth in the outlying parts was 34.7 per cent. Population growth in the United States during this period was largely growth within the 168 metropolitan areas, and nearly half the population increase of the entire country took place in the outlying parts of these areas.

Mobility of Population—During the seven-year period 1940 to 1947 over 13,000,000 people moved from one county to another within their respective states, and over 12,000,000 crossed state lines. The Bureau of the Census has stated that probably never before in the history of the United States has there been internal population movement of such magnitude as in the past eventful years.

In April 1947 more than 4,000,000 of those who were living on farms had not lived on farms in 1940. But, conversely, 7,500,000 persons who were living on farms in 1940 were no longer on the farm in 1947. In other words, between 1940 and 1947 the farm population showed a net loss from migration of approximately 3,235,000 per-

Population by Age Group

Each figure represents five per cent of the population.



sons, or approximately 12 per cent of the 1940 farm population. The similar net loss between 1930 and 1940 was only about 2,000,000 persons. Because of defense industry and other social and economic factors, the tempo of movement from farm to city, which was checked by depression circumstances, has been accelerated again until it stands out as one of the important trends of the past decade.

The center of population for 1950 is located eight miles northwest of Olney, Illinois—some forty miles farther west than the center of population in 1940.

The Labor Force—In the 1950 population of more than 150,000,000 persons there were 111,915,000 who were 14 years of age or older—the group for which labor force statistics are compiled. Only 53.2 per cent of this, approximately 59,500,000 persons, constitute the 1950 labor force. This number is 12.9 per cent greater than the total labor force in 1940. Although the labor force during the past ten years has increased more rapidly than the adult population (the population over 14 years), it has grown a little less rapidly than the nation's total population.

The amount of unemployment at the time of the census enumeration in 1950 was quite low in comparison with that reported in 1940, a little less than 38,000,000 as compared with 7,500,000.

Technological changes during more than the past half-century have resulted in marked changes in industrial and occupational patterns. One of the major shifts has been an actual decrease in the number of agricultural workers since 1900. Agricultural workers, who in 1900 accounted for nearly half the entire labor force, now comprise only 7,138,000. Manufacturing has become the largest field, with nearly twice the number of workers as are now engaged in agriculture, and comprises a fourth of the entire labor force. The service industries run fairly close to manufacturing, with over 12,000,000 workers. Wholesale and retail trade has grown to the point where it now employs more than 10,000,000 workers.

As for men engaged in various types of work in 1950, the largest classes of workers are: operatives and kindred workers; craftsmen, foremen, and kindred workers; managers, officials and proprietors other than farm; farmers and farm managers; and unskilled laborers other than farm and mine. For women the largest classes of workers are: clerical and kindred workers; operatives and kindred workers; professional, technical, and kindred workers; service workers other than in private households; private household workers; and sales workers.

School Enrollments—In October 1950 the Bureau of the Census reported that school enrollment in all schools and colleges stood at an all-time high of slightly over 30,000,000 persons 5 to 29 years old. This was a fifth of the nation's total population, and half of the population between 5 and 29 years of age. The enrollment in elementary schools reported for the same date was over 21,000,000 and accounted for 70.5 per cent of the total. High school enrollments of nearly 6,750,000 accounted for 22.3 per cent, and college enrollments of more than 2,000,000 for the remaining 7.2 per cent of the total. More than 900,000 children 5 and 6 years old were in public or private kindergartens.

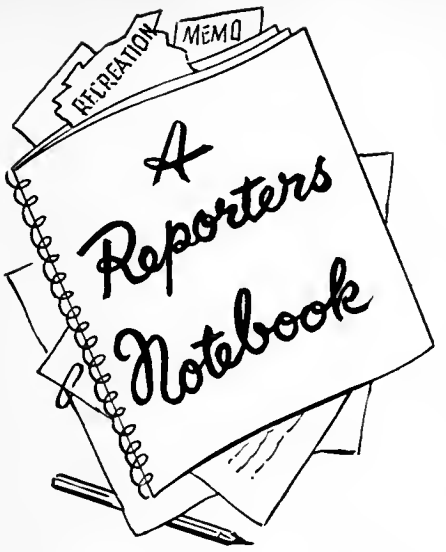
In 1947 there still were 2,750,000 Americans over 14 years of age who could not read or write in any language. Moreover, the per cent of illiteracy among the non-white population was 11.0 per cent as compared with 2.7 per cent for all adults—and for the residents of rural farm areas it was 5.3 per cent. In 1947 the median years of school completed was 9.6 as compared with 8.7 in 1940.

Implications for Education—In the concluding pages of the *Research Bulletin*, a number of basic implications, which the population facts present for persons concerned with school planning, are discussed briefly. It is pointed out that an expansion of 22 to 30 per cent in the total capacity of the nation's elementary-school facilities must be accomplished within the present decade. The wave of additional high-school students that will follow is estimated to require an expansion of 25 to 40 per cent in high-school facilities, with the crest of this second wave scarcely more than a decade away. Large scale construction of new school buildings, therefore, becomes imperative and prompt planning and action are essential to provide them. Otherwise, millions of boys and girls will be denied the advantages of acceptable schooling.

Other needs include large increases in school staffs and enlarged expenditures for adequate equipment, facilities and instruction. In view of the growth in life-expectancy the need for adult education is inevitable. Even the most effective public school system needs the supplementary support of a good public relations program. Migration into fringe areas and general neglect of rural schools present additional problems. Shifting patterns of occupation point to the growing importance of the school's guidance function.

Finally, the adaption of population facts to local needs is pointed out as essential. Each community is advised to compare the characteristics and trends of its own population with the general trends. Suggested questions are: Is its own population growing rapidly, or is it reasonably static? Does it have the problem of serving immigrants or migrants? Is the birth rate high or low? What proportion of the population is made up of older citizens? Is the school system affected by any sizable amount of rural-urban migration? How much transiency is there in the local community; among what groups; from what region? What is the local pattern of employment; of unemployment? What is the income level of its people? What part of the community's total inhabitants are served by the school? Does any age group have educational needs that the school system has failed to meet? Questions such as these must be the points of departure in local planning.

The statement concludes: "One community will focus attention on one set of needs, another on some other problems. If each has correctly appraised its own situation, progress will come where the need is most urgent. There is no way to plan intelligently for school improvement except in relation to prevailing social changes, and this implies an accurate and clear understanding of significant population trends in the locality, region, state, and nation." These comments, largely, are equally applicable to community recreation.



Apropos of the Time Machine*

A special meeting of the parks and recreation commission in *Pittsfield, Massachusetts*, is arranged each year by Vincent Hebert, superintendent, to which all living past members are invited. Each ex-member is asked to reminisce a bit about his own past experiences in parks and recreation work, to comment on present accomplishments and to outline his views as to future developments.

Another "Bowl" Game

Not televised or broadcast, but interesting to the residents of *Jefferson, Louisiana*, was the first "Cookie Bowl" football classic between the Jefferson Doughboys and the Kingsley House Gingersnaps, held on December 28. The Doughboys represented the Community Center and Playground District 5, sponsors of the game, a public agency which has offered a recreation program to its community only since the appointment of its director Dave Scheuermann in May, 1952. The Gingersnaps were recruited from Kingsley House community center, a private agency with fifty years of service to its credit. Members of both teams were twelve years old or younger—maximum weight, ninety-five pounds. At a preliminary meeting at the playground, with ninety girls—members of the Funville group—cheerleaders and pep squads were chosen for both teams, and a queen and maids of honor were elected to reign over the festivities. The trophy awarded to the winning team was the largest bowl obtainable, filled with all kinds of delicious cookies. Cookies were available, too, for the hundreds of children who participated in and attended the event.

Archeological Notes

• Employees of North American Aviation, Incorporated, *Inglewood, California*, who are interested in mining and prospecting, may now find companionship with kindred spirits by joining the new prospecting club, to be known as the North American Prospectors. Tentative plans call for an informal organization — one luncheon meeting and one field trip a month, no dues. The field trips will consist of prospecting for gold, lost mines, mineral deposits and semi-precious stones.

• Interesting events in the archeological world have been taking place in one of the city parks in *Rice Lake, Wisconsin*. The state is financing the excavation of Indian mounds, under the supervision of the state archeologist from the University of Wisconsin. Bits of pottery and weapons found near the top of the burial chamber have provided evidence to prove that burials took place there at least three hundred years ago. The university feels that the complete history of the mounds will be a valuable addition to their research library. A copy of the history will be presented to the city of Rice Lake, and a large historical marker will be placed near the mounds in the park. Park and recreation officials anticipate that the excavations will attract many tourists.

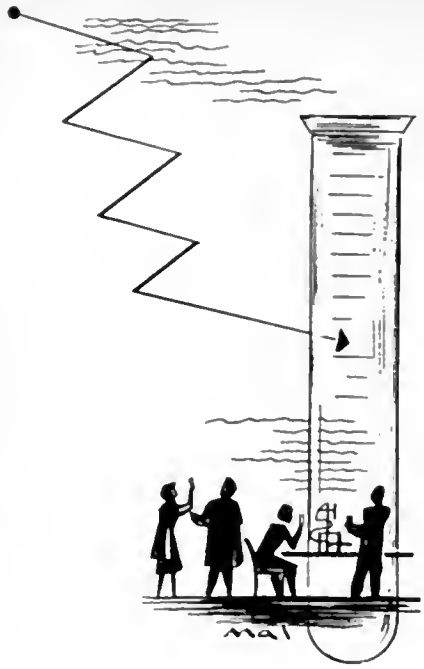
Facts and Figures

Sixty acres of hilly, lake-side land, belonging—with its buildings—to the city of *Shreveport, Louisiana*, have been improved at a cost of $8,000 and made available, by the recreation department, to Negro golfers of the city, as a par thirty-four, public, park golf course. . . . Private contributions of $1,500 have made it possible to go ahead with the development of the twenty-acre community park in *Carlisle, Pennsylvania*, the plan for which was drawn five years ago by Alan Burritt, recently retired from the staff of the National Recreation Association. . . . The office of the recreation department of *Beloit, Wisconsin*, is now located in the new four million dollar memorial high school, which is designed so that the building may be used for recreation activities after school. Facilities include an auditorium with stage, a little theatre, music room, club rooms, visual aid room, cafeteria. gymnasium with eight basketball courts. . . . Sled slides are being constructed in two or three parks in *Muskegon, Michigan*, to replace the street slides, which have become too difficult to operate because of increased traffic. . . . Free Christmas trees were available to churches, schools and orphanages in *Cincinnati, Ohio*, when the Hamilton County Park district found it necessary to remove pine trees for a new park road and did it before instead of after Christmas. . . . Over 141,000,000 visits were made in 1952 to New York City's parks and 584 playgrounds by persons seeking active recreation, 4,000,000 more than in 1951. The city's estimated population is now 8,053,000.

"Foward on Liberty's Team"

The annual Boy Scout week, February 7 to 14, marks not only the forty-third birthday of the organization, but the half-way point of the movement's three-year program, under the slogan, to "help make and keep America physically strong, mentally awake and morally straight." During the past year two nation-wide projects have been carried on by the almost three million members of the Boy Scouts of America —a "Get-out-the-Vote" campaign and a "Blood Donor" campaign. Schools, civic organizations, churches and other interested groups may join the Scouts in observing their anniversary by displaying the 1953 posters, arranging for scouting exhibits or demonstrations, or presenting special programs and films. Assistance and materials may be secured from local Boy Scout executives. The third national Jamboree for more than fifty thousand Scouts and their leaders will be held on the Irvine Ranch in southern California, from July 17-23. Boys from all walks of life, including representatives from fifty other lands, will cook their food over charcoal fires and live in a "city" of thirty thousand tents—a practical demonstration of democratic living.

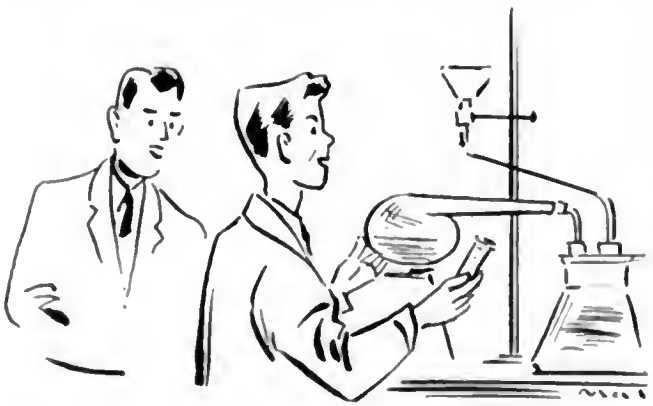
* See page 451 in January RECREATION.



SCIENCE as a RECREATION ACTIVITY

While recreation boards have long been acknowledged leaders in the fields of sports, playground activities, and more recently in sponsoring community concerts and annual displays of fireworks, they have in too many instances left untouched the great number of students and adults who are not athletically inclined. In Greenwich, Connecticut, the recreation board, in trying to broaden the scope of its program, has aided in the development of a group which is worthy of rather special note, the Greenwich Association for the Development of Scientists (G.A.D.S.).

This organization had its beginning in the spring of 1944 when several fourteen-year-old students in Greenwich banded together to promote their interest in chemistry. At meetings every Saturday morning one of them would talk on some chemical topics such as the theory of solubility, the chemistry of some element, or some new industrial development. They used their meager financial resources to build up stocks of chemicals and apparatus, and over a period of time they bought books and magazines not locally available until they owned a small library. Right after the war they undertook the manufacture of D.D.T., but before they got around to selling their product the market price for the new insecticide dropped and they turned to other activities. Among them was soilless growth of tomato plants, study of chemicals a thousand times sweeter than sugar, and attempts to make penicillin chemically. It is interesting to realize that they managed all this without any adult supervision, although they often invited scientists and school instructors to give talks.



In the eight years since, the G.A.D.S. has grown, its interests have broadened; it has matured, and it has evolved ideas of real significance.

We know that teachers are often too busy with their routine obligations to be able to give the special encouragement which is often needed to develop students with scientific ability. It is this fact which is central to the reason for the existence of G.A.D.S. Its members seek out their classmates who express an interest in science and invite them to join activities designed to arouse a deep enthusiasm for research. Members encourage each other, and they try to find experts in the community who can help individuals with special problems on their research projects. G.A.D.S. serves another valuable function, too. It brings together students who have already started studying science on their own, and who would ordinarily draw off by themselves because people their own age would not care about what they were doing. Far too often in such cases people of ability have missed the personal development which results from social contacts, and as a result we have the type often pictured as the typical scientist: a shy genius at home only with his test tubes.

As anybody knows, a lot of know-how is required if a group is to accomplish its aims efficiently. G.A.D.S. has found techniques which are successful in its community. For one thing, it is vital that an organization such as this, if it is to grow, must have adequate facilities for holding meetings. In the past it could meet in private homes or in

the school during the school year. Now it has members of high school age, college, and a few graduate student members, and since many members are in Greenwich only during the summer, the summer program is usually the most active. The recreation board was approached therefore, and a plan worked out to enable these young people to use a community center building. Activities of the group are of four types.

Lectures—Guest lecturers are invited to give talks once every month or so. G.A.D.S. also has been fortunate in finding a number of research laboratories nearby, in addition to an Audubon center, museums, and a good science department in the high school.

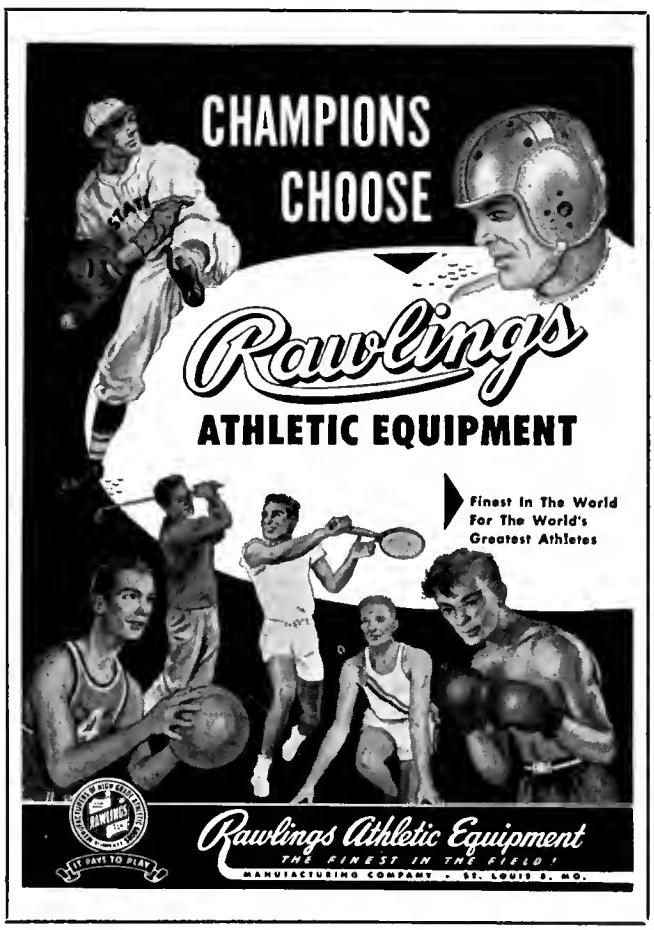
Education Program—Part of the G.A.D.S. objective in assisting members in their scientific projects is carried out through an education program. Subjects of interest to high school students, which they would have difficulty in learning themselves, are offered by the college members when there is sufficient demand. Currently three such courses are in progress: organic chemistry, calculus, and electronics. Normally students would have to wait until college for these subjects; however, experience has shown that high school students with a sincere interest are able to maintain work on a college level. As a result, a much larger field of projects is open to students who have completed such courses in their field of interest, and they are able to enter college with a superior academic background.

Individual Projects—All members are encouraged to undertake projects on their own and report on them to the membership at regular meetings. The list of accomplishments of individuals is quite varied. Among the chemists of the group we find one who has discovered a cleaning detergent which is as good as those on the market now, but without the disadvantage of corroding aluminum parts in washing machines. Another is developing new methods for growing crystals of a material, cadmium sulfide, which are used in electronic equipment. Speaking of electronics, there is one member who is building a television station. As you might imagine this would normally involve a vast outlay of money. He has been able, fortunately, to obtain the television camera tube, called an orthicon (costing thousands of dollars new), for free after the tube had been used to the limit of professional use but was still good enough for amateurs. This same fellow constructed a diving apparatus from a gas mask, rubber hose, and air pump which has been used in exploration of underwater life to depths of over forty feet, for periods up to half an hour. The landlubber biologists have been keeping bee hives. While one studies nutrition problems of bees another, who is a talented photographer, takes pictures of bees in flight so that he can answer questions about this phenomenon. Still another photographer is using his skill to record the life and times of tiny microorganisms under the microscope. A meteorologist became interested in the fact that it often rains heavily right after a flash of lightning, and to study this he built a cloud chamber and a high voltage machine.

Group Projects—Some members have joined together in group projects combining newly learned theories to serve practical purposes. Flowing directly past the community house where they hold their meetings is the Mianus River with a problem in pollution. The G.A.D.S. is starting a program which will involve investigating this from both a biological and a chemical angle.

Another group project, now under way, has definite local color. About twelve miles from Greenwich, in Bedford, New York, is an abandoned quarry from which small quantities of uranium minerals can be obtained. The group constructed a Geiger counter which they use to locate the general area of uranium concentration. They then return at night with a home built ultraviolet light which causes the mineral to fluoresce with a brilliant yellow-green glow. Having located the uranium exactly, they remove it and separate it chemically from the mineral. Of course, Greenwich is in no danger of being atom bombed, since the actual quantities are small.

While undertaking projects such as these, members of the G.A.D.S. learn much. Jane Addams, founder of Hull House in Chicago, had a theory that the best way to learn a subject was to pursue it as a hobby. Many a self-educated man will testify to the soundness of this. The G.A.D.S., with the help of the Greenwich Recreation Board, has worked on this principle. Should a program such as theirs be in operation throughout America, the scientific and inventive future of democracy would be strengthened —through mass encouragement of men and women to undertake scientific training.



On the Campus

Betty W. Jacob

Theory Into Action

Practicing classroom principles and methods in a community setting is a privilege of the six professional students of *George Williams College* who are chosen for the annual fall recreation tour, sponsored by the Division of Youth and Community Services of the Department of Welfare of Springfield, Illinois. Under the leadership of Dr. Harry D. Edgren, professor of education at the college, the 1952 tour was conducted from October 16 to 19, the students demonstrating recreation programs in nine different communities and conducting two leadership training courses. The programs included skits, singing, arts and crafts, square dancing, and games and relays with groups ranging from children in first and third grades to high school students and adults. Five different adult and youth planning groups were also aided in evaluating their present programs and developing plans for the future. Honored by being chosen for this sixth annual tour were Joretta Chermak, Joan Motz, Sue Frost, Kenneth Clarke, Robert Brunken and Ollie Todd.

"Voila Les Femmes"

Under this title, songs, dances and vaudeville skits were presented on December 15 by the *Boston University* seniors at the Sargent college of physical education. An efficient ticket-selling campaign was waged among students, faculty and the public; its aim—sufficient funds to send as many seniors as possible to the national convention of the American Association of Health, Physical Education and Recreation, to be held in Pittsburgh in April of this year.

Education for Leisure Time

From campuses here and there, come notes on studies not *in* the recreation curriculum, but closely *allied* to recreation: "Touring the National Parks with a Park Naturalist,' at the *University of Cincinnati*, under J. Herbert Heger, offers one professional credit. The eight two-hour lecture sessions attracted on enrollment in 1952, the second year of the course, of 162 business and professional people. The parks are studied from the standpoint of geological formations, historical backgrounds, their value as outdoor laboratories and their available recreational activities. The use of films, slides, maps, biographical material and National Park Association literature supplements the lectures.

"The Fishing Clinic," sponsored by the *University of Tennessee* Physical Education Department, was presented last June and will probably be repeated this year. Professor A. W. Hobt conceived the idea and Dr. George F. Brady arranged the program. It is believed to be the first in the south to stress public fishing instruction. With features of a sportsman's show—costs were borne by exhibitors—the clinic sessions were devoted to fishing techniques, care of tackle, water safety, fish propagation and conservation.

Recreation Director Leads Seminar

A three-week seminar in recreation leadership, sponsored by the YMCA and YWCA, was conducted at *Kansas State College* in December by Frank J. Anneberg of Manhattan, Kansas. Participating were about fifty students whose interests lay in recreation leadership in churches, youth groups and small rural community organizations.

Experimental Field Trip

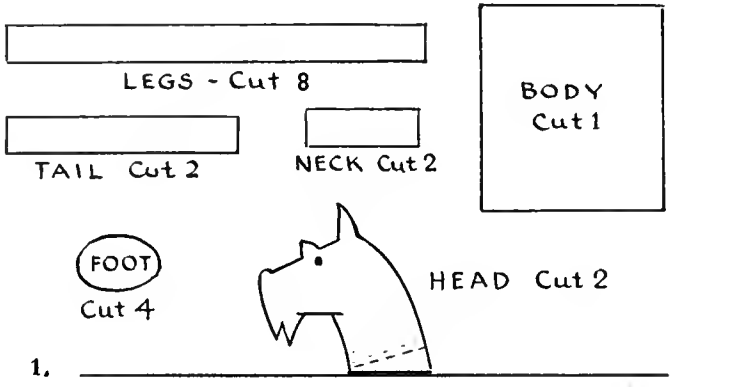
The time—February 4 and 5; the place—New York City. Five senior students and one graduate, *University of Massachusetts*, accompanied by Dr. William M. Grimshaw, adviser in recreation education, will be welcomed at NRA headquarters, where they plan to spend most of one day. Interviews have been scheduled with representatives of a number of social agencies, including the YWCA, Girl Scouts and Boy Scouts. Visits to several recreation centers are also on the agenda.

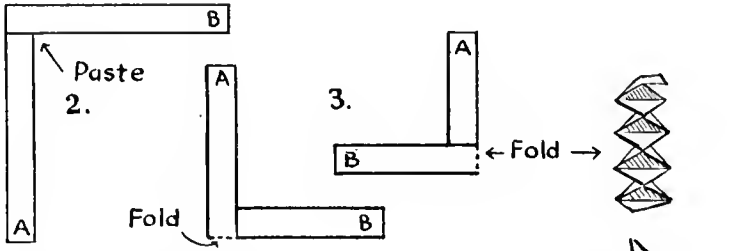
Local News Items

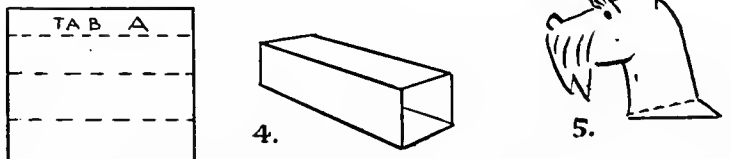
The present positions of recipients of 1952 Bachelor and Master of Science degrees in recreation, from the *Indiana University School of Health, Physical Education and Recreation*, are listed in the Christmas issue of the school's *Alumni News Letter: Laura Kindt*, assistant director of recreation, Battle Creek, Michigan; *Marjorie Ann Rogers*, recreation director, Forest-Strawn-Wing, Unit District, Forrest, Ilinois; *Nancy Wood*, director of girls activities, Community Center, Evansville, Indiana; *Harry Feldman*, superintendent of recreation, Port Huron, Michigan; *Julian Golubski*, field secretary, Boy Scouts of America, White River Council, Bloomington, Indiana; *Wallace Hirsch*, teacher and recreation worker, Crystal Falls, Michigan; *Helen C. Marshall*, instructor in physical education, Tougaloo College, Tougaloo, Mississippi; *Gretchen Moore*, teacher, Mt. Carmel, Indiana; *Jay Schaff*, teacher and coach, Williamsfield, Illinois; *Robert L. Freeman*, physical education teacher and coach, Athens, Illinois; *Theodore F. Heiney*, assistant secretary, YMCA, Bloomington, Indiana; *Robert C. Goodrich, Richard Burch, Walter LaMaster* and *James Bonnhoom* are in the armed services. *Robert E. Abbuehl* and *Serena Arnold* are continuing their graduate studies at the university, Miss Arnold as graduate assistant.

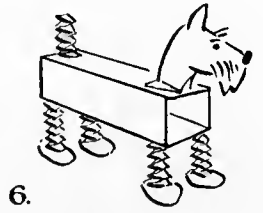
Director of Recreation degrees were earned by *Arthur Bland, Theodore Deppe* and *Clifford Seymour*, who are also continuing graduate studies at the university, the latter as graduate assistant; *Israel Heaton*, chairman of recreation division and associate professor of physical education, Utah State Agricultural College, Logan, Utah; *Charles Parks*, Baltimore department of recreation; *Bret McGinnis*, director of recreation, Neosho, Missouri; *Harry Feldman*, superintendent of recreation, Port Huron, Michigan.

DOG









1—Cut strips of paper for legs, neck and tail. Cut feet, head, and rectangle for body.

2—Paste ends of two strips together at right angles.

3—Fold A over B, then B over A, and so on. On last fold, paste ends of strips to hold them in place.

4—Fold rectangle on dotted lines and paste tab A to B to form dog's body.

5—Paste two head pieces together, fold tabs out.

6—Paste all parts in place as shown.

(Fold Back)

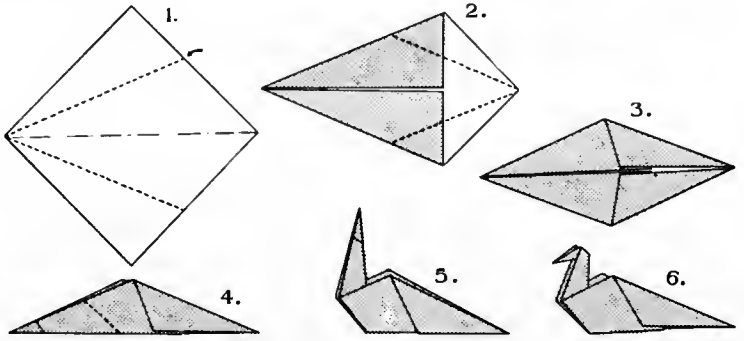
Recipes for Fun

Paper Folding

• Paper folding is an activity which has been participated in and enjoyed by children of all lands through the ages. Materials needed are few and simple—bits of colored paper, crayons or paints, scissors, and paste. The finished products can be used effectively for table or room decorations and party favors as well as for playthings for youngsters.

Japanese folded birds illustrated are used with permission from *Origami* by Claude Sarasas, published by Dainippon Yubenkai, Kodansha, Tokyo, Japan.

ALBATROSS—*Ahodori*



1—Fold square of white paper diagonally to mark center and fold corners in to center line.

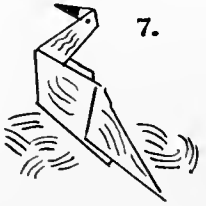
2—Fold sides in to center line.

3—Fold on center line.

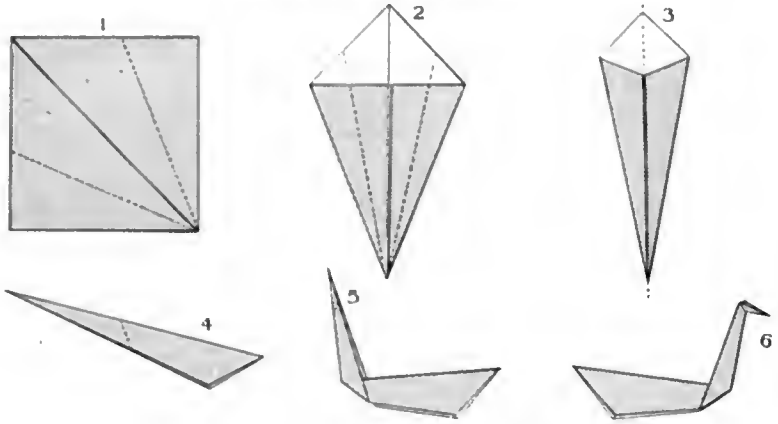
4—Crease as indicated.

5—Fold sides in, reversing center crease, to form neck.

6—Fold point in, reversing center crease, to form head. Color bill yellow, eye and lines for feathers black.



PEACOCK—*Kujaku*



1—Fold square of colored paper diagonally to mark center and fold corners in to center line.

2—Fold sides in to center.

3—Fold through center.

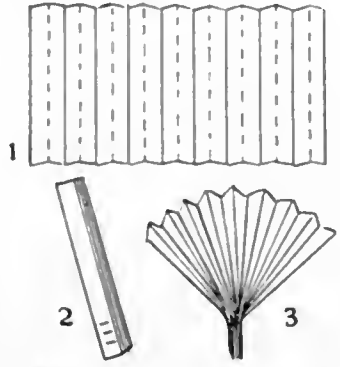
4—Crease on dotted line and fold up on crease, reversing center fold to form neck.

5—Crease on dotted lines.

6—Fold, reversing center crease, to form head.

7—Add feathers and comb of colored paper.

FAN

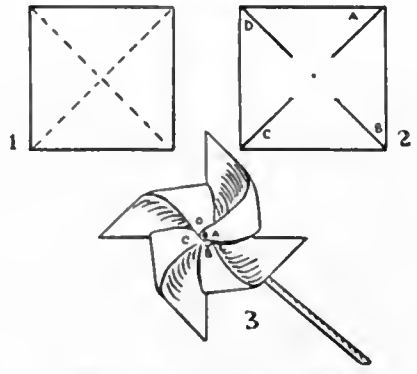


1—Fold rectangle of colored paper as indicated—up on dotted lines, down on solid lines.

2—Staple or paste paper together on one end to form handle.

3—Spread out top to fan shape.

PINWHEEL



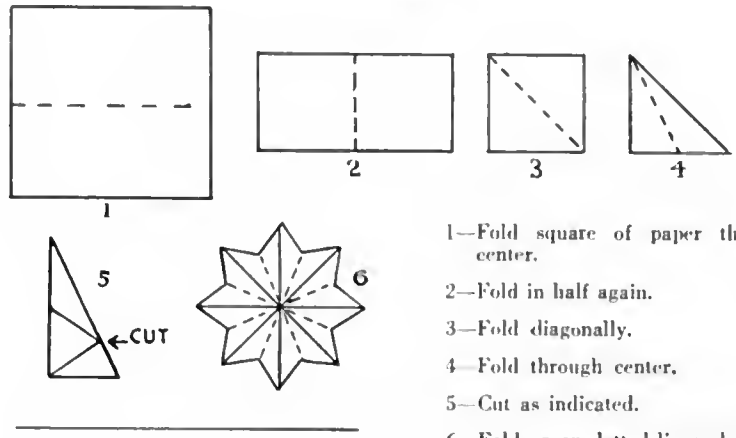
1—Fold square of colored paper diagonally, unfold, and fold diagonally again through opposite corners.

2—Cut as indicated on solid lines.

3—Bring points A-B-C-D to center and fasten with tack to stick.

(Fold Along This Line)

STAR



1—Fold square of paper through center.

2—Fold in half again.

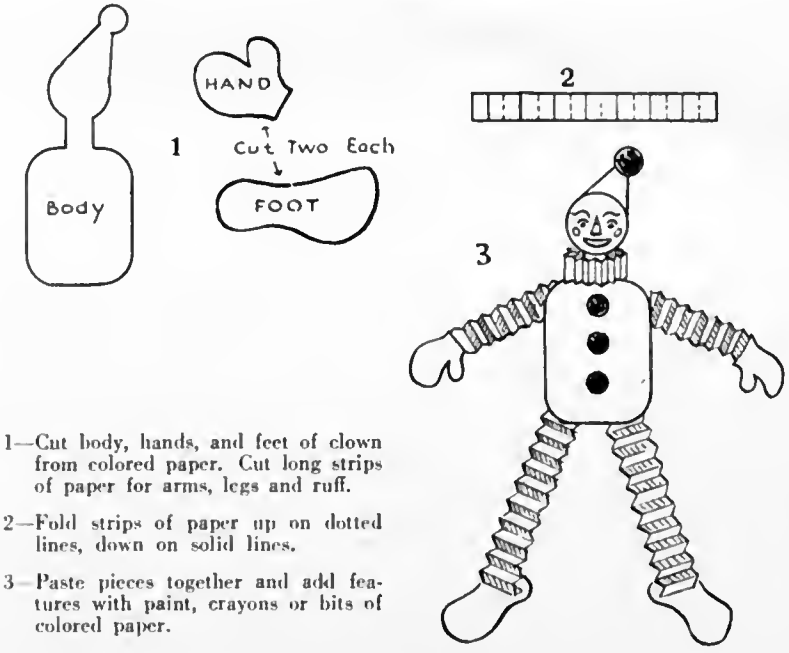
3—Fold diagonally.

4—Fold through center.

5—Cut as indicated.

6—Fold up on dotted lines, down on solid lines.

CLOWN



1—Cut body, hands, and feet of clown from colored paper. Cut long strips of paper for arms, legs and ruff.

2—Fold strips of paper up on dotted lines, down on solid lines.

3—Paste pieces together and add features with paint, crayons or bits of colored paper.

Recreation Leadership Training Programs

Information regarding short-term recreation training opportunities, available throughout the country during the spring and summer of 1953, is presented in the following listing. Fall and winter training projects will be listed in the September 1953 issue of RECREATION. All those who wish to have their workshops, institutes, and conferences included should send them to the NRA Personnel Service by June 1, 1953.

Date	*Location*	*For Further Information*
February 7-April 25	Cooperative Recreation Workshop University Settlement, New York City (Survey and special courses)	Miss Gladys Schortz, 125 Sullivan Street, New York City
February 23-27	Great Lakes Park Training Institute, Pokagon State Park, Angola, Indiana	Garrett G. Eppley, Department of Recreation, Indiana University, Bloomington, Indiana
March 7-29	Cooperative Recreation Workshop New York City (Folk Songs and Dances—short course)	Miss Gladys Schortz, 125 Sullivan Street, New York City
March 8-14	Great Plains Recreation Laboratory, Nysted, Nebraska	Duane E. Loewenstein, Assistant State 4-H Club Leader, College of Agriculture, Lincoln, Nebraska
March 9-11	Mid-Continent Regional Park and Recreation Conference, University of Minnesota Center for Continuation Study, Minneapolis, Minnesota	Mrs. M. B. Kannowski, Superintendent of Parks and Recreation, Grand Forks, North Dakota
March 12-14 (Approximately)	Recreation Conference, University of Massachusetts, Amherst, Mass.	Lawrence V. Loy, University of Massachusetts, South College, Amherst, Massachusetts
March 27-29	Second Annual National Square Dance Convention, Kansas City, Missouri	Robert L. Black, Community Recreation Assistant, Missouri Division of Resources and Development, Jefferson City, Missouri
March 30-April 3	Group Work Institute, Boston University, School of Social Work, Boston, Massachusetts	Saul Bernstein, Boston University, School of Social Work, 264 Bay State Road, Boston 15, Massachusetts
April 4-25	Cooperative Recreation Workshop, New York City (Introduction to Art—short course)	Miss Gladys Schortz, 125 Sullivan Street, New York City
April 8-11	18th Annual National Folk Festival, St. Louis, Missouri	Miss Sarah G. Knott, Lowell Apartments, 4041 Washington Avenue, St. Louis, Missouri
April 10-11	Kentucky Folk Festival, University of Kentucky, Lexington, Kentucky	Dr. James S. Brown, Chairman, Kentucky Folk Festival, c/o Rural Sociology Department, University of Kentucky, Lexington, Kentucky
April 16-18	Mountain Folk Festival, Berea College, Berea, Kentucky	Frank H. Smith, Box 1826, Berea College, Berea, Kentucky
April 16-18	Institute on Group Work and Recreation with the Aged, Western Reserve University, Cleveland, Ohio	Miss Esther Test, School of Applied Social Sciences, Western Reserve University, Cleveland 6, Ohio
April 23-29	South Central Jurisdictional Recreation Workshop, Turner Falls Methodist Camp Ground, Oklahoma	Dr. Paul D. Womeldorf, 805 Colcord Building, Oklahoma City, Oklahoma
April 27-May 1	Kansas State Recreation Workshop, Hutchinson, Kansas	Miss Mary R. Von Skyke, County Extension Office, Iola, Kansas
May	Minnesota Recreation Conference, University of Minnesota, Minneapolis, Minnesota	H. R. Giles, Cooke Hall, University of Minnesota, Minneapolis 14, Minnesota
May 12-17	Hoosier Recreation Workshop, Meron, Indiana	Gordon F. Jones, State Club Office, Purdue University, Extension Work, Lafayette, Indiana
May 13-20	"Chatcolab" Northwest Recreation Leader's Laboratory, Camp Heyburn, Lake Chatcolet, Idaho	Mrs. Louise Richardson, Experiment Station, Corvallis, Montana
May 29-June 4	Missouri Recreation Workshop Camp C-2, Lake of the Ozarks, Missouri	Robert L. Black, Community Recreation Assistant, Missouri Division of Resources and Development, Jefferson City, Missouri
June (late)	Playground Leaders' Institute County Center, White Plains, N. Y.	Miss Vivian O. Wills, Room 242, Count Office Building, White Plains, New York
June (last two weeks)	Michael Herman Folk Dance Camp, Pioneer Camps, Bridgton, Maine	Michael Herman, Box 201, Flushing, Long Island, New York
July 3-August 26	Perry-Mansfield Camps and School of the Theatre, Steamboat Springs, Colorado	Miss Portia Mansfield, 135 Corona Avenue, Pelham, New York
August 16-29	Eastern Cooperative Recreation School, State College, Stroudsburg, Pa.	Mrs. Ruth Norris, 62 West 82nd Street, New York 24, New York
August (third week)	Recreation School, Clear Lake Methodist Camp, Iowa	Reverend C. O. Strohl, 615 Tenth Street, Des Moines, Iowa

COMMUNITY CENTER HOUSEKEEPING

The second of a series of articles on this subject.

This is a continuation of a tour of the community center to note necessary minor repairs and alterations which can be made now to save major repairs later. Last month's check list included (1) windows, (2) curtains, drapes, shades; (3) pictures, wall hangings, plaques, and other wall decorations; (4) light fixtures, lamps, electrical outlets, switches, cords; (5) furniture; and (6) baseboards, moldings, window ledges, and other woodwork.

1. *Walls.* Are there places where patching plaster is needed to fill cracks, nail holes, and so forth? (Many good, simple-to-use commercial products for minor repairs are available on the market.) Does paint need re-touching in spots? (It's a good idea to have a little extra paint mixed and held in reserve when an area is painted, to be used for these repair jobs.) Do the walls need to be dusted or washed? Are there spots which should be removed? (Most stains and marks are much easier to remove before they "set"; and rearranging the furniture occasionally helps to prevent excessive wear and soil to wall areas around chairs and divans.)

2. *Ceilings.* Are ceilings free of cobwebs, smudges, soot, scaling paint or loose wallpaper? Are there unsightly and unnecessary wires, metal or wood stripping, or other superfluous materials which could be removed to improve the appearance of the ceilings? Have old decorations been completely removed? Are there stains which signify a roof or plumbing leak which needs repair?

3. *Doors.* Do they open and close easily? Do hinges need oiling? Is hardware all securely fastened in place? Do locks work properly and easily? Are they badly marked or damaged around the door knobs or frames? (Use of plastic or metal shields or an extra coat of paint will protect these areas and simplify keeping them clean.)

4. *Storage Spaces.* Is storage space adequate? (It usually isn't, but rearranging and adding shelves, putting things away neatly and compactly, with seldom used items in the back or up high and out of the way, helps to make the most of the space you do have.) Is it neat and orderly? Are often-used items easily accessible? Are shelves, drawers, racks and bins clearly labelled to show where all supplies belong? Are supplies returned to their proper places as soon as possible after they have been used? Is an up-to-date inventory maintained? Is there a special place for items needing repair? Is lighting adequate? (See "Does Your Stockroom Pay Dividends?" by Lerton S. Krushas in RECREATION, June 1951.)

5. *Stairways.* Are they kept clean and constantly free from rubbish or spilled materials which could cause a safety hazard? Are they clear of all unnecessary materials and equipment which cause traffic obstructions? Are they well lighted? Do they have handrails where necessary? Are there loose boards which should be fixed, weak ones which need reinforcing or replacing? Are there non-skid treads where needed? Are they securely fastened and in good condition?

Suggestions

● An excellent how-to-do-it manual on public building housekeeping and maintenance is *The School Custodian's Housekeeping Handbook* by Henry H. Linn, Leslie C. Helm, and K. P. Grabarkiewicz; published by the Bureau of Publications, Teachers College, Columbia University, New York in 1948.* While this book is written specifically for the school custodian, so much of the material in it is pertinent to community centers that it should prove an invaluable source of information to those responsible for recreation buildings.

● Many of the manufacturers of cleaning compounds, waxes, polishes, paints, flooring materials, lighting equipment, and so forth, have available pamphlets and instruction sheets on proper methods for the use of their products; on refinishing of floors, walls, and furniture; and other good practical suggestions to simplify your housekeeping. A list of these will appear on the April "Market News" page.

● Maintain a "clip and save" folder where you can file, for future reference, articles containing good ideas on decorating, painting, care of furniture, rugs, draperies; on new products on the market for cleaning and repairing and any other items which might prove useful in the task of keeping your center clean and attractive with minimum expenditure of time and money.

● If you have a special "gimmick" or labor saver which works successfully for you, take a moment to write it down and *send it on to us*—it may be just the helpful hint needed to solve a problem of a fellow recreation worker.

* Available from the publisher for $3.75 postpaid.

How To Do It! by Frank A. Staples

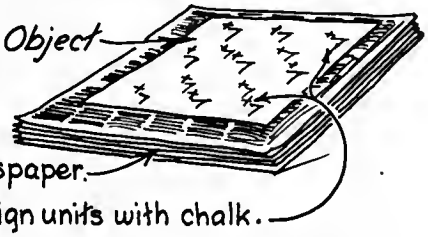
DECORATE

Curtains - Luncheon Sets - Tablecloths - Scarfs - Pillow Covers - Chair Covers - Cabinets - Lamp Shades - and many other articles of wood, cloth and paper *by using gadgets such as shown in the sketches on this page.*

MATERIALS

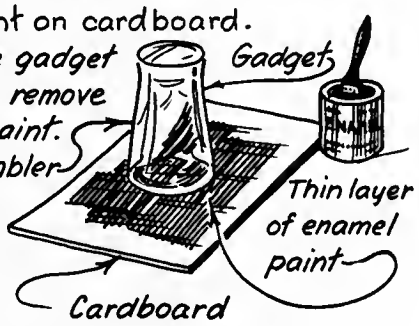
NEWSPAPER - CARDBOARD - ENAMEL PAINT - 1" BRUSH - TURPENTINE and GADGETS.

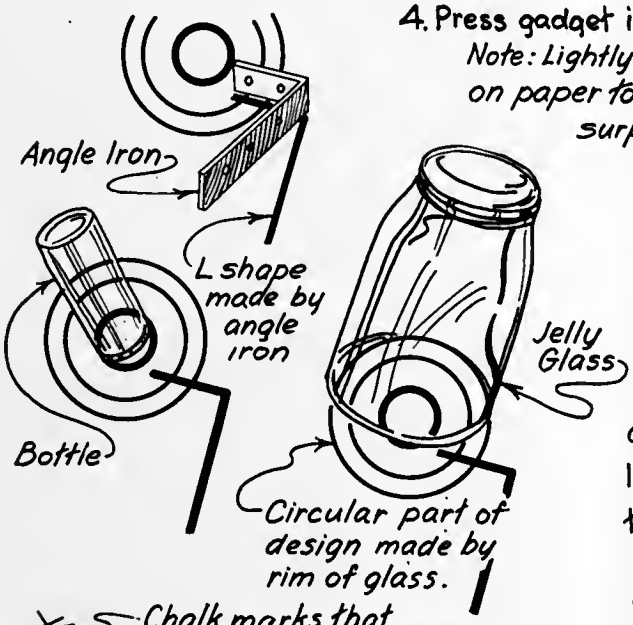
METHOD



1. Place object to be decorated on newspaper.
2. Mark location of design units with chalk.
3. Spread thin layer of enamel paint on cardboard.
4. Press gadget in paint on cardboard.

Note: Lightly place gadget on paper towel to remove surplus paint.



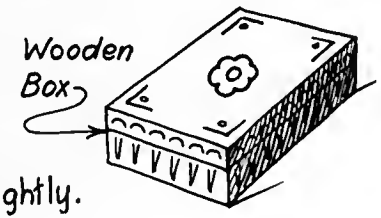

Angle Iron
L shape made by angle iron
Bottle
Jelly Glass
Circular part of design made by rim of glass.
Chalk marks that give locations where to place gadgets

5. Press gadgets on object to be decorated - chalk marks will give location for placing each gadget to complete the design units.

Note: The four gadgets used in illustrated design example are: tumbler - bottle - jelly glass - and angle iron.

TO DECORATE WOOD

1. Paint object with flat coat.
2. Apply design - use the same method as used in cloth decorating.



NOTE: Press metal gadgets firmly and glass objects lightly.

Recreation MARKET NEWS

Bird Feeder

A novel wild bird feeder with an automatic feed hopper having a capacity of two pounds is sold through garden clubs, pet shops, seed stores, and other retail outlets. Packaged in an envelope, the E-Z Fill Wild Bird Feeder is made of Masonite hardboard pieces which may be assembled without fasteners in a few minutes. The hopper is filled by sliding up the roof on the wire serving as a hanger. Designed for long, trouble-free service, the feeder is manufactured by Greenfield Wood Products, Youngs Creek, Indiana. It is available in four sizes that retail from $1 to $3.

Masonry Paint

All masonry surfaces — including stucco, cement, building blocks, asbestos-cement shingles and brick—can be coated in decorator styled colors and given certified weatherproof protection with new Sapolin Mason-Dri.

This new rubber based masonry paint permits full protection against the destructive elements of lime, alkali and moisture present in masonry. Its durable non-lustrous finish keeps masonry surfaces free from stains, streaks and mildew. It is able to retain its full color appearance even in the face of damp alkali conditions and driving rains.

Sapolin Mason-Dri contains chemical properties that prolong the life of masonry surfaces since it seals against moisture and freezing. Its insulating qualities allow a surface to "breath" sufficiently to permit the escape of excessive moisture.

Simple to apply by brush, roller or spray, Mason-Dri will not crack, peel or flake even in the face of sharp temperature changes. Quick drying, it is available in ready mixed decorator colors. Special inter-mixtures can be obtained according to color preferences.

Sapolin Mason-Dri is available at paint, hardware and department stores everywhere and is manufactured by Sapolin Paints, Inc., 229 East 42nd Street, New York City.

1953 Voit Catalog

W. J. Voit Rubber Corporation has announced the publication of its new *1953* athletic equipment catalog. The colorful 32-page booklet includes all of the Voit items for individual and team sports the year around. There are several new items, such as the golf master, a home practice device; the all rubber putting cup; nose clips in regular and junior sizes; junior sports kits of various assortments; and others. In addition, a number of standard Voit items have been improved such as pebbling and appearance of footballs and basketballs; stainless steel hardware on all swim masks and goggles; a new, improved design on adjustable swim-fins; a new, easier-to-use Latex repair unit, and other modifications.

Interested individuals may obtain copies of this new catalog by writing to the firm at 1600 East 25th Street, Los Angeles 11; 350 West Ontario Street, Chicago 10; or 251 Fourth Avenue, New York 10.

Floor Tennis

A fast, new, competitive sport has been born and the United States Floor Tennis Association has copyrighted the rules and regulations in order to supervise and conduct official Floor Tennis tournaments. Floor Tennis is played on any floor surface on an 8 by 16 foot court with a 2 foot high net. Base, side, and center lines are ¾ inch wide, painted on the floor, or a special plastic type tape developed for this purpose may be used. A regulation table tennis ball is used and the bats are slightly larger and longer than table tennis racquets. Table tennis scoring is used and the play is quite similar; however, there is a greater chance for an average player to return hard smashes and to carry on sustained rallies which makes the game more interesting.

This game should appeal to schools, clubs, gyms and social centers since it can be played on almost any kind of floor and the minimum of equipment needed makes it relatively inexpensive.

Pictured on the left is Coleman Clark, National Table Tennis Champion 1932, now associated with Floor Tennis. On the right is Dr. H. A. Hattstrom, well known golfer and bowler (author of *Golf After Forty*), creator of the game.

For information write to the United States Floor Tennis Association, 1724 Sherman Avenue, Evanston, Illinois.

Personnel Placement

R. J. Foval

Members of the Sub-Committee on Placement of Recreation Personnel met for the first time at the National Recreation Congress in Seattle and discussed various aspects of the program. Before that time we had laid the ground work for this meeting by correspondence. We asked all members of the committee to make suggestions as to the most important things that should be studied. We were warned repeatedly by members of the sub-committee against duplicating work that had already been done by the National Recreation Association, American Recreation Society, colleges and other groups. The thought was expressed, however, that our committee might bring together some of the loose ends. We also might be able to complete and improve upon projects that have been partially done by other groups.

Suggestions coming from members of the sub-committee included the following needs:

Certification of recreation personnel.

Up-grading of civil service examinations for recreation positions.

More complete information regarding job vacancies.

A constant revision and bringing up to date of recreation standards.

Awards for years of service such as they do in industry.

Closer relations with personnel directors of industry, colleges, state recreation associations, municipal officials and recreation departments.

Mr. Foval *is superintendent of recreation in Decatur, Ill.*

Other suggestions were made but those above seemed to be the ones listed most often. The meeting was attended by nine of the nineteen members of the committee. We were also able to meet with Dr. Paul Douglass, our general chairman, John Hutchinson, coordinator, and W. C. Sutherland, secretary to the committee. These men helped us in our thinking. After considerable discussion it was agreed to start working on the following three projects:

Civil Service: That the civil service departments of the nation be advised as to the qualifications and the type of work involved in the various classes of recreation positions. Prior to contacting the civil service departments it was suggested that the committee prepare a brief statement as to the recreation classifications and a guide list of qualifications pertinent to the recreation field, which could be used merely as a guide in setting up examinations; that the attention of the examining authorities should be drawn to up-grading the placement examination; that resident requirements be removed when possible; and that the examination include both a written test and an interview.

Dorothea Lensch, director of recreation in Portland, Oregon, was named chairman of this committee. She has chosen the following people from the Northwest to work with her: Willard H. Shumard, Mary F. Quirk, Ben Evans, Kenneth Fowell, Thomas W. Lantz, Carl S. Munson, and S. G. Witter.

Certification of Recreation Personnel: That the California certification standards be studied in terms of their adaptability to a national standard. Pauline des Grange, superintendent of recreation in San Diego, California, was appointed chairman of this committee with the privilege of choosing members of her own committee.

Public Relations: That there need to be streamlined brochures for mass distribution on the following: (1) how to select recreation executives (qualifications, et cetera); (2) the essentials of a good recreation department; (3) how to select recreation personnel; and (4) recreation policies and practices. These materials should be made available to mayors, city recreation boards and others to serve as a constant reminder that "there are standards" for recreation personnel. Stuart Richter, superintendent of parks and recreation in Colorado City, Colorado, was appointed chairman of this committee with the power to choose members of his committee.

The Sub-Committee on Placement of Recreation Personnel has received many other suggestions but, for the time being, feels that it might be well to concentrate on the above. Placement of recreation personnel covers many fields. The committee was in agreement that it should move slowly and be sure of its ground. It is hoped that within the next few months this committee will have something more definite to report. (*Continued on page 566.*)

(Continued from page 565)

Committee Members

E. Stuart Richter, Colorado Springs, Colorado
Dorothea Lensch, Portland, Oregon
Gerald P. Burns, New York City
R. Wayne Cunningham, Hammond, Indiana
Mrs. Pauline des Granges, San Diego, California
Kenneth Fowell, Great Falls, Montana
Alan L. Heil, Montclair, New Jersey
L. B. Houston, Dallas, Texas
Ralph B. McClintock, Omaha, Nebraska
Ben W. Miller, Los Angeles, California
William P. Mott, Jr., Oakland, California
Joseph D. Owens, Kansas City, Missouri
Walter Roy, Chicago, Illinois
Willard B. Stone, Albany, New York
Alfred P. Strozdas, Paducah, Kentucky
Clarence L. Thomas, Dayton, Ohio
Robert Turner, Lanett, Alabama
Harold S. Wagner, Akron, Ohio
Russell Foval (Chairman), Decatur, Illinois

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Listening and Viewing

New Films

Educational and entertainment subjects of Walt Disney Productions, animated, technicolor: *History of Aviation*—18 minutes, from Kitty Hawk to the American Airliner, $6.00; *The Alaskan Eskimo*—27 minutes, first of a "People and Places" series, $9.00; *Behind the Scenes of Walt Disney Studio*—26 minutes, with Robert Benchley's humorous guidance, $9.00; *Disney Cartoon Parade #1*—26 minutes, three animated cartoons, $8.00, which may also be obtained as individual films—9 minutes, $3.00. From Association Films, Incorporated, 347 Madison Avenue, New York 17, or Ideal Films Corporation, 65 East South Water Street, Chicago 1, Illinois.

Over one thousand 16mm entertainment features, including Hollywood favorites, shorts, serials and Westerns, listed in the Ideal Films *1953 Entertainment Catalogue*. Rentals for features, mounted in ninety-minute programs, are from $7.50 to $25.00 on a one-day basis, subject to discount on eight or more feature programs reserved in one year. A separate listing of $4.95 bargain features is available.

"Fitness Through Recreation" films, produced by Information Services Division, Department of National Health and Welfare, Ottawa: *Fitness is a Family Affair*—15 minutes, a group of neighbors providing their own recreation facilities, $3.00; *When All the People Play*—20 minutes, fine and active recreation project, including sports, arts and crafts, developed through community spirit, $4.50. From National Film Board of Canada, 1270 Avenue of the Americas, New York 20.

TV in California

• Now in its second year of bringing craft demonstrations to the homes of thousands of southern California residents, is the TV program, "Playcrafters Club." The telecast, on channel five, from KTLA, at 5:00 P.M., Monday through Friday, is presented by five public recreation agencies in the *Los Angeles* area, in cooperation with the Southern Section of the California Teachers Association. Each agency and school is assigned one complete daily program. Under L. Arnold Pike, as coordinator, the programs have presented cigar box crafts, "Zulu warrior" cork project, a one-bug zoo, scrap crafts, printing with potatoes and many "how-to-makes," such as puppet stage, pocket observatory, table loom, and so on. Other Los Angeles TV and radio programs were listed in "Taking Advantage of Television," in the October, 1951, issue of RECREATION.

• Residents of *San Mateo, California*, and college students, many with lunch in hand, attended the World's Series last fall through the efforts of the recreation department and a local electric shop. A large TV set was installed in the grandstand of the city baseball park. The regular concessionaire dispersed hot dogs, peanuts and "Cracker Jack," thus creating a true baseball atmosphere. Five hundred spectators attended the final game of the series. Both the recreation department and the local merchant felt well repaid for their efforts. In fact, the electric house is allowing the antenna installation to remain to be used for future similar attractions.

Radio in South Carolina

The use of state parks as out-door classrooms, as well as places of quiet recreation, is the goal of the Ranger Parks "school-of-the-air" radio broadcasts. For the third year, the *South Carolina* state parks division is presenting twenty-eight, fifteen-minute, weekly programs in nature, science, history and conservation, through ten radio stations in the state. The setting for most of the programs is in the state parks, where the narrator points out things of interest along the nature study trails. A special Ranger Parks teachers' manual, which supplements the broadcasts, has been mailed to all intermediate and junior high schools in the state. A teacher may obtain a copy from the State Commission of Forestry in Columbia.

Books Received

ANIMAL FAIR, THE, Alice and Martin Provensen. Simon and Schuster, Inc., New York 13. Pp. 76. $2.50.

COMMUNITY WELFARE ORGANIZATION, Herbert Hewitt Stroup. Harper and Brothers, New York 16. Pp. 612. $6.00.

DICTIONARY OF DISCARDS, Frank M. Rich. Association Press, New York 7. Paper bound. Pp. 143. $3.50.

HOLIDAY PROGRAMS FOR BOYS AND GIRLS, Aileen Fisher. Plays, Inc., 7 Arlington Street, Boston 16, Mass. Pp. 374. $3.60.

LIVING IN THE LATER YEARS. University of Florida Press, Gainesville, Florida. Paper bound. Pp. 176. $2.50.

RHYTHMIC PROGRAM FOR ELEMENTARY SCHOOLS, THE, Grace Fielder. The C. V. Mosby Co., St. Louis. Paper bound. Pp. 244. $3.50.

RUG HOOKING AND BRAIDING, Dorothy Lawless. Studio-Crowell, New York 16. Pp. 208. $4.50.

Pamphlets

ALCOHOLISM—A SICKNESS THAT CAN BE BEATEN, Alton L. Blakeslee. Public Affairs Committee, Inc., 22 East 38th Street, New York 16. Pp. 32. $.25.

CINCINNATI REPORT, THE. Council of Social Agencies, 312 West Ninth Street, Cincinnati 2. Pp. 276. $2.00.

EXPLORING YOUR PERSONALITY, William E. Henry. Science Research Association, Inc., 57 West Grand Avenue, Chicago 10. Pp. 49. $.40.

FOLK DANCE GUIDE. Paul Schwartz, Box 342, Cooper Station, New York 3. Pp. 16. $.50.

FOREST FIRE FIGHTING FUNDAMENTALS. Department of Natural Resources, Division of Forestry, Sacramento 14. Pp. 59.

HEALTH SERVICES IN CITY SCHOOLS, H. F. Kilander. Superintendent of Documents, United States Government Printing Office, Washington 25, D. C. Pp. 68. $.25.

HEALTHY PERSONALITY FOR EVERY CHILD, A. Health Publications Institute, Inc., 216 North Dawson Street, Raleigh, N. C. Pp. 197. $1.00.

LEISURE ACTIVITIES OF YOUTH IN BERKELEY, Davis McEntire. Berkeley Council of Social Welfare, City Hall, Berkeley 4, Calif. Pp. 53. $1.25.

REVIEW OF DAY CAMPS IN CHICAGO, A, 1952. Chicago Recreation Commission, 100 North Central Park Boulevard, Chicago 24. Pp. 14.

SCHOOL HOUSING FOR PHYSICALLY HANDICAPPED CHILDREN, Romaine P. Mackie. Superintendent of Documents, Washington 25, D.C. Pp. 26. $.15.

STRENGTHENING OUR FOREIGN POLICY. Public Affairs Committee, Inc., New York 16. Pp. 28. $.25.

THE 1952 "PR" GUIDE. Division of Press and Radio Relations, National Education Association of the United States, 1201 Sixteenth Street, N.W., Washington 6, D.C. Pp. 32. $.15.

USING YOUR HIGH SCHOOL LIBRARY, Martin Rossoff. The H. W. Wilson Co., New York 52. Pp. 75. $.70.

WHEN CHILDREN FACE CRISES, George J. Mohr, M.D., Science Research Assoc., Chicago 10. Pp. 49. $.40.

YOUNG WORKERS IN 1952, Annual Report, the National Child Labor Committee, 419 Fourth Avenue, New York 16. Pp. 23.

YOUTH AND THE COMMUNITY, Part I. Community Chests and Councils of America, Inc., 8 West 40th Street, New York 18. Pp. 64. $.90.

YOUTH AND THE COMMUNITY, Part II —For Schools. Community Chests and Councils of America, Inc., 8 West 40th Street, New York 18. Pp. 76. $.90.

Magazines

AMERICAN CITY, *December 1952*
- Dade County's New Marinas and Boat Lift.

BEACH AND POOL, *November 1952*
- Pool Volume.
- Three Prize Winning Pool Projects.

JUNIOR LEAGUE, *November 1952*
- Children's Museums. How Leagues Aid the Field.

PARKS AND RECREATION, *November 1952*
- Outdoor Education in City Living, Dr. J. B. Kirkpatrick.
- Origin and Development of Parks, Part II, Chas. E. Doell.
- How a Small Town Built a Recreation Area.
- Park District Runs a Work-Recreation Camp, Richard E. Walpole.
- The Park-School System in Grand Rapids, Frederick C. See.
- Maintenance Mart.

December 1952
- Playfield Drainage and Construction, W. H. Warren.
- Maintenance Mart.

PARK MAINTENANCE, *December 1952*
- Golf Course Studies Reveal How Municipals Are Doing.
- Old Barn Foundation Now Serves in Park as Unique Type of Picnic Center.

TENNIS FOR TEACHERS

Enlarged Edition, 227 pp. . . . $3.50

MEN AND WOMEN TENNIS COACHES—This book gives stroke mechanics and strategy; teaching methods for handling large groups of pupils on one court. Included are 73 action photos and diagrams; Official Tennis Rules; graphic wall chart with 18 sketches.

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Send for these books on approval: Helen Driver, Frost Woods, Madison 4, Wis.

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Department of Personnel and Training
Camp Fire Girls, Inc.
16 East 48th Street, New York 17, New York

new Publications

Covering the Leisure-time Field

Recommended Standards for the Group Care of Children of Elementary School Age.

Play Schools Association, 119 West 57th Street, New York 19. Pp. 15. $.25.

A play school program is devised specifically for children from five to twelve years of age. In it, the children are assigned to groups according to age and emotional maturity, with a continuity of regular attendance, and assignment of each child to his own homeroom and leader.

This small, blue pamphlet, based on play school experiences throughout the country, sets certain minimum standards on program, required staff, staff qualifications, material and equipment, space, records, work with parents and families, and health and safety, the latter including such details as room temperature, toilet facilities necessary and amount of lighting needed.

Departments, organizations and leaders working with children from five to twelve will wish to become familiar with these standards, even though their program may not be in a play school setting. Certain basic standards are necessary in any good program, and these will add to the considerable literature now being developed on this subject. The Play Schools Association must be congratulated on its simple, carefully prepared statement.—*Virginia Musselman*, Program Service, National Recreation Association.

American School and University Volume 24, 1952-53

American School Publishing Corp., New York. Pp. 1007. $5.00.

Like earlier editions, the 1952-53 volume of American School and University contains much information that is of interest and value to persons concerned with the field of recreation. This profusely illustrated volume contains many photographs and plans of recreation facilities indoors and out and many articles which relate to the planning of recreation features in connection with school plants.

Of special significance is the article by Dr. N. L. Engelhardt, Sr., describing the Sunset Community Center of San Francisco, an outstanding example of cooperative planning on the part of school and city authorities. "School and College Swimming Pools," by R. Jackson Smith, is an exceptionally fine discussion of principles in the design and construction of indoor pools. The "Symposium: Good Maintenance Practices" affords many suggestions for the care of recreation buildings and "Trends in Multi-Purpose Rooms" likewise offers ideas for indoor recreation facilities. Of major interest is the article, "Facilities for School Camping," by George and Louise Donaldson.

Many of the other articles point out the increasing provision of recreation facilities in school buildings and the enlistment of community cooperation in planning these facilities. These tendencies are especially illustrated in an article describing the new Negro Junior High School in Temple, Texas, which contains a number of features that are specifically designed to afford a recreation center for the Negro community.

The voluminous section describing various products of interest to school officials affords a source of information on a great variety of materials that are needed in the development and maintenance of a municipal recreation system.—*George D. Butler*, Research Department, National Recreation Association.

Recreation Leadership

Walter L. Stone and Charles G. Stone. The William-Frederick Press, New York. Pp. 81. $2.00.

This publication, under father-son authorship, is designed to serve as "a manual of program planning, philosophy, and development, and of the skills of leadership needed in the use of leisure time that makes for fullness of life through leisure, and makes for creative, democratic living."

The manual begins with an over-all view of the need for planning for the leisure of a democratic people and what should be included in that planning. It describes the duties of the recreation leader and the qualities, skills and techniques required, the training necessary, and closes with an over-all view of the field of recreation and its relation to other fields of human and social welfare.

The volume contains many valuable suggestions as to functions, duties and procedures of recreation leaders, presents an interesting discussion of the nature and significance of recreation and affords much material which merits study by individuals looking toward service in the recreation field. It would be more readable and effective, however, if it contained illustrations of the method by which general principles are applied in specific situations, or examples affording evidence that the authors were actually drawing upon their own varied experiences. To a greater extent than would seem necessary or advisable, the authors have drawn upon other sources for their material.

In many respects the purpose of helping present and potential recreation leaders has been achieved. One might question however the validity of such statements as: "Our most vital spiritual problem is the problem of leisure"; "The schoolroom is devoted primarily to the study of books"; "The way society is at the present time, there is no adequate place for our youth"; "All important administrative decisions should be made by the participants who are effected"; or of such comments as: "Recreation should be social and not discriminatory"; and "Recreation believes in intelligence"—to name only a few.

Student Aid for Recreation Majors—P 162

Copies of this booklet listing scholarships, fellowships and assistantships are still available from the National Recreation Association. Fifteen cents—free to active Associate Members.

Recreation Leadership Courses

Sponsored by the National Recreation Association
and
Local Recreation Agencies

February, March and April 1953

HELEN M. DAUNCEY Social Recreation	Shelby, North Carolina February 2-5	Ralph J. Andrews, Director, North Carolina Recreation Commission, Education Building Annex, Room 134, Raleigh
	Pasadena, California February 16-19	Cecil F. Martin, Director of Recreation, Jefferson Recreation Center, 1501 East Villa Street
	San Leandro, California March 9-12	Ross Cunningham, Director of Recreation
	Chico, California March 16-19	L. L. Seifert, Executive Director, Chico Area Recreation Department, 117 Broadway
ANNE LIVINGSTON Social Recreation	Salisbury, North Carolina March 2-5	Miss Dorothy Morefield, Program Director, Recreation Commission, Community Building, P. O. #453
	Greensboro, North Carolina March 16-19	Miss Mabel Smith, Greensboro Recreation Department
MILDRED SCANLON Social Recreation	Winston-Salem, North Carolina February 2-5	Loyd B. Hathaway, Superintendent, Department of Recreation
	Greenville, Pennsylvania February 9-12	Dunham V. Reinig, Director, Recreation Association, Riverside Recreation Center
	Butler, Pennsylvania February 24-26	Miss Dora Jane Frangona, Supervisor of Girls and Adult Activities, Department of Public Recreation, City Building
	Portland, Maine (tentative) March 2-5	John H. Crain, Jr., Director of Recreation, 260 Congress Street
	Oak Park, Illinois March 11-14	Miss Lilly Ruth Hanson, Acting Director, Stevenson Playground, Lake Street and Taylor Avenue
	Lanett, Alabama March 23-26	Fred Caswell, Director, Lanett Recreation Department
	Natural Bridge, Virginia March 30-31	L. E. Kibler, Assistant Supervisor Health and Physical Education, Safety and Recreation, State Board of Education, Richmond
FRANK A. STAPLES Arts and Crafts	Amarillo, Texas February 9-12	Miss Marian Thompson, Executive Secretary, Community Council, 1008 Jackson
	Louisville, Kentucky February 17-26	Kirby M. Stoll, Special Activities Supervisor, Department of Public Parks and Recreation, Central Park
	Kingsport, Tennessee April 13-23	W. C. McIlorris, Director, Department of Recreation
GRACE WALKER Creative Recreation	Asbury Park, New Jersey February 9-12	Mrs. Lola Robinson, West Side Community Center
	Ames, Iowa February 16-19	Mrs. Elizabeth Kiser, Extension Associate in Recreation, Iowa State College of Agriculture

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsors of the courses as listed above.

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He Asked Permission to Stay

Major William E. Barber, USMC
Medal of Honor

EIGHT THOUSAND weary marines lay besieged at Yudam-ni; three thousand more were at Hagaru-ri, preparing a breakthrough to the sea. Guarding a frozen mountain pass between them, Major Barber, with only a company, held their fate in his hands. Encirclement threatened him; he was ordered to withdraw. But he asked permission to stay, and for five zero-cold days the company held the pass against attack. The Major, badly wounded, was carried about on a stretcher to direct defense. When relief came, only eighty-four men could walk away. But Major Barber's action had been decisive in saving a division.

"I know," says Major Barber, "that you at home realize what hard jobs our sons and brothers are doing in America's armed forces. Maybe you *haven't* realized that you're *helping* those men—whenever you invest in U. S. Defense Bonds. True, Bonds are personal financial security for you. But they also strengthen our economy—to produce the good arms and food and medical care that make our men secure."

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Recreation

NATIONAL RECREATION ASSOCIATION • MARCH 19

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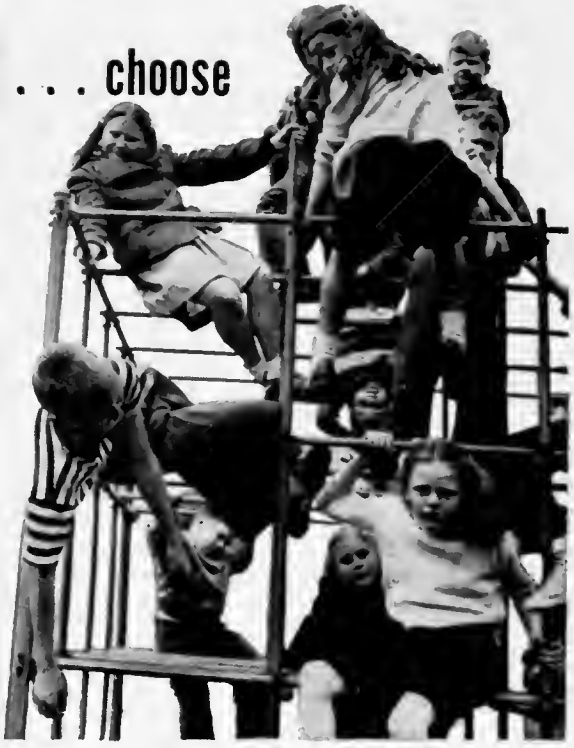

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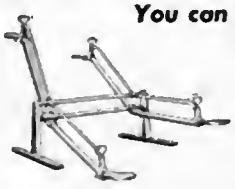

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MARCH, 1953

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Vol. XLVI | Price 35 Cents | No. 10

On the Cover

The mischievous young clowns on the cover anticipate a rollicking good time ahead—and help to set the scene for this issue featuring spring festivals, pageants and drama. Photo courtesy of the Long Beach, California, Recreation Commission.

Next Month

April RECREATION, the annual playground issue, will really be crammed from cover to cover with suggestions and ideas for making your 1953 summer program a huge success. "A Children's Village," "Know Your Children," "Backyard Playground Contests," "Playground Projects and Games" and "Try-Outs for Little Leagues" are but a few of the titles. There is also a section devoted to hobby month activities, an article on school-city cooperation in the planning of recreation areas and facilities, and some good tips on stretching your arts and craft budget.

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Editorial

My Philosophy of Recreation

G. Ott Romney

G. Ott Romney

MAN'S CLIMB from the mud up the rugged slope of civilization is the story of a struggle for self-expression. It is the record of a never-ending fight to discover more and more creative talent within him and to release its power. Intrinsic to this progress has been the constantly tighter clutching of the doctrine of the personal dignity and individuality of the human being.

The degree to which self-discovery and self-expression have developed in the time dedicated to survival, as distinguished from the time available for pursuit of personal desires, has varied with the rung of the ladder to which man has advanced as well as with his material and spiritual achievements, the relative amounts of required working and resultant self-choosing time, and the limitations set by economic, sociological and political factors.

Those pursuits which the individual chooses in his earned leisure, with the primary motivation the gratification in the doing, are called recreation. It is thus apparent that it is not the *what* but the *why*, *when* and *how* that identify recreation. For recreation is not a matter of the motions but of the emotions. The activities (physical, mental, emotional, spiritual, social) are but the tools of the trade, the outlets of creativity. They provide the satisfactions of the desire for self-expression, the longing for recognition and belonging, the appetite for competition, the hunger for adventure—hungers as real as those for food and sex and security, hungers for which gratification, sometimes to an alarming degree, is denied in working hours and by regimented experience, hungers which must be satisfied to insure personality and character growth, social adjustment and balanced living.

Recreation is an end unto itself in that it is indulged in for its own sake, not primarily for its dividends in specified kinds and amounts. Although recreation pays off, sometimes handsomely, in numerous valuable currencies, the paycheck of satisfaction in the doing provides its motivation and form of compensation.

Recreation is a universal need, a rightful expectation in a democratic society. It is part and parcel of democratic living. It is of the essence of the American way of life.

And in the present-day high-speed society dominated by the magic of machines and the miracles of science—an era of mechanization, specialization, standardization, urbanization and materialism in which the symbols generally worshipped are the dollar, firepower, horse-power, miles per hour and revolutions per minute—each turn of the clock accentuates the responsibility of society to prepare its citizens from the cradle on for the arts of leisure.

For, with all their blessings, machines are frightening civilization with their manufacture of a plethora of leisure hours which the people are ill-prepared to accept. Rich in recreation time, poverty-stricken in recreation attitudes, aptitudes, skills and habits, society must mobilize for war against the evils of its materialism and mechanization. This it must do by preparing its members to live, by providing more adequate recreation opportunities through its public and voluntary agencies and social institutions, and by giving wise direction and applying discreet control to its profit-motive commercialized recreation, a strong and necessary ally.

The right to choose one's pursuits in one's own free time is democracy's Fifth Freedom.

Recreation's purpose is not to kill time but rather to make time live; not to help the individual serve time but to make time serve him; not to encourage people to hide from themselves but to help them find themselves.

Recreation may be basking in the splash from a sunset or capturing its color and mood on canvas.

It may be that well-executed putt and the volunteered praise of a friendly competitor.

It may be scaling a peak and in breathless triumph surveying the stretching spaces and enjoying one's insignificance.

It may be the drawing of a bow across the violin strings or surrender to a moving symphony.

It may be strolling through the woods and noting the *Dolichonyx oryzivorus* or just startling the bobolink, or surprising that "little bird with a dozen bright colors."

It may be the dance step or finding and polishing pretty rocks, reading a book or conversing with a friend.

It may be picnicking—the mothers spreading the contents of the baskets to the shouting laughter of playing youngsters and the bragging by the men.

But never is it measured by what the participant does to or with the object or situation. Instead, recreation is concerned with what the doing does to the doer.

For recreation is an important segment of the living process. By their recreation peoples' lives and personalities are shaped, communities take on complexion, nations develop cultures. Recreation takes its place with work, religion and education as the living areas which add up to life.

MR. ROMNEY *is Chief, Community Services Branch, Special Services Division, Office of the Adjutant General, Department of the Army, Washington.*

Things You Should Know . .

▶ A JOINT PUBLISHING PROJECT of the National Recreation Association and Rand McNally, publishers, will appear in bookstores throughout the country in April, under the title *Your Rand McNally Vacation Guide.* Filled with travel and vacation information on all parts of the country, copiously illustrated and including helpful, up-to-date road maps, this will be one of the most complete guides of its kind available this spring, and well worth the retail price of $1.50. This publication replaces *Summer Vacations — USA,* this year.

▶ THE DANGERS WHICH CHILDREN FACE when playing in unauthorized play spaces are discussed in detail in a new bulletin recently published by the National Safety Council. Among hazardous areas are open pits, excavations, abandoned mines, construction work and industrial property, empty houses, railroad property, dumps and junk yards. According to the bulletin, teachers, educators, playground and municipal authorities—as well as parents—have serious responsibilities "to provide and maintain attractive and adequate places for recreation."

▶ LETTERS ARE NOW GOING OUT from the National Recreation Association to a number of leaders and recreation workers, suggested by field representatives of the association as having a deep concern for, and a special competence in, the recreation program field—as a first step in the formation of a national advisory committee on recreation program and activities. This is a part of the association's expansion of services and its establishment of closer working relationships with the recreation leaders in its various districts.

▶ A REPORT TO THE CALIFORNIA LEGISLATURE, presented by State Director of Natural Resources, Warren T. Hannum and State Director of Public Works, Frank B. Durkee, proposed a system of roadside parks, or wayside areas, for the motoring public. The Division of Highways, while recommending that an agency with park experience handle the job, emphasizes that location and design must be subject to Division of Highways approval, to insure integration with long-range highway planning and the free and safe movement of traffic. The plan followed in some states of building a large number of small roadside rests, or parking turnouts, with one to three picnic tables and a trash container, is analyzed in the report but is opposed on the grounds of safety and economy of maintenance. It is considered preferable to build a smaller number of strategically located installations with complete facilities for off-highway parking, four to eight tables, sanitation, water supply and perhaps fireplaces.

▶ THE VOICE OF AMERICA has broadcast, throughout the world, news of the International Service of the National Recreation Association, and interesting letters are coming to the association as a result. The Voice of America also quotes from RECREATION magazine.

▶ THE SEATTLE ADDRESS OF THOMAS E. RIVERS, on his around-the-world recreation mission has been reprinted, by the way, together with other material about the International Service, in an attractive pamphlet, *Recreation Around the World.*

▶ A RESOLUTION ADOPTED by the American Municipal Association, at a December meeting was "Allocate ten per cent of National Forest receipts for use on public recreation facilities in National Forests."

▶ TWO RECREATION TRAINING OPPORTUNITIES that were not sent in to us early enough to be included on page 561 of February issue of RECREATION, are Ihduhapi Recreation Lab, YMCA Camp, Loretto, Minnesota. April 16-23, 1953. Write Ihduhapi Recreation Leaders Laboratory, Box 491, Minneapolis, Minnesota.

Buckeye Recreation Lab, Methodist Church, Urbana, Ohio. April 19-25. Write Professor Bruce Tom, Sociology Department, Ohio State University, Columbus, Ohio.

▶ ERRATA. On the contents page of the February 1953 RECREATION, the Volume Number under the masthead, should be XLVI.

Job Openings

State of Mianesota, Division of Public Institutions announces openings in a nation-wide competition, for patient activities leaders in two classifications:

Patient Activities Leader I: Patient Activities Leader II.

Desirable background for classification I includes college graduation with specialization in recreational training or other major skill areas plus the equivalent of nine months' internship in hospital training or equivalent experience in group activities work. For classification II, applicants should have additional extensive experience in an institutional program, with at least one year in a supervisory capacity.

Salary #1—$252 to $292
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Applications will be accepted until further notice. Address Minnesota Employment Service, or the Minnesota Civil Service Department, State Office Building, St. Paul 1, Minnesota.

National Board of the YWCA offers careers for young women in local YWCA's in all parts of the country. There is a need for workers in teen-age program, young adult program, industrial, health and physical education programs as well as in other areas of program work. Salaries range from $2,600 to $4,000 a year.

Write to Personnel, National Board YWCA, 600 Lexington Avenue, New York 22, New York.

Important Notice

This issue of RECREATION carries our annual index, which completes Volume XLVI. Hereafter, however, the annual index will appear in the December issue of the magazine—thus terminating each *calendar* year. In order to accomplish this change of publication date, each issue of RECREATION for the remainder of 1953 will be designated as belonging to Volume XLVI (A), and Volume XLVII will start with the January 1954 issue. This means that Volume XLVI (A) will be a supplementary volume of seven issues rather than the usual ten. We hope that this will be clear to those of you who are having your year's issues bound for your professional library and purposes of easier reference. If there are any questions regarding this, please do not hesitate to write us about them.

LETTERS

Ski Tow Safety

Sirs:

I read with interest Mr. Sieker's letter in the December issue of the RECREATION magazine discussing safety devices which should be attached to all ski tows.

I don't know how I neglected to mention this in my article, but we very definitely have a safety, which automatically comes with our ski tow, of the gate variety. We use our tow at the bottom of the hill, therefore, do not need the gate; but at the top of the hill our pulley is thirty feet in the air, and twenty feet beyond where they get off.

Besides, the motor is geared so that, if any obstructions stop the rope for a second, the motor will automatically shut off. Therefore, I feel that we have definitely covered all necessary safety angles with our tow.

I was glad to see that Mr. Sieker brought this important item to the readers' attention, as it is a very necessary part of operation.

JAMES F. HERDIC, JR., *Superintendent of Recreation, Rutland, Vermont.*

"How To Do It" Booklet

Sirs:

I have seen some of your "How To Do It" sketches in RECREATION, and am wondering if you have more of them assembled in any form for general distribution? I think they would be very valuable for our boys' camp program.

LEROY CONGDON, *Camps Executive, YMCA, St. Louis, Missouri.*

• A booklet, made of these sketches, will be published sometime in the near future.—Ed.

For Framing

Sirs:

We are interested in securing some pictures that would be suitable for framing and using in our recreation office. The very attractive covers of RECREATION magazine would be excellent if we could obtain from you: (1) permission to use the pictures in this manner, and (2) cuts of certain cover pictures so that we might have them made larger.

Since the covers are so attractive, it might be that National Recreation Association has already had large prints made of these that would be suitable for framing.

BETTY D'LUGOS, *Supervisor of Playgrounds, Recreation Department, Pensacola, Florida.*

Schwertz Article

Sirs:

In your December issue there is an article by Mrs. L. Schwertz entitled "I Am a Professional Recreation Leader." Is it possible to obtain a couple of copies of this article, suitable for framing?

JIM WOLF, *Dunbar Association, Incorporated, Syracuse, New York.*

* * *

Sirs:

The staff members of the Police Athletic League, Incorporated, of the City of New York were quite impressed by Lillian Schwertz's article in the December 1952 issue of RECREATION.

It is hereby requested that the Police Athletic League, Incorporated, be permitted to reprint this article in its entirety for distribution to its professional recreation workers.

LIEUTENANT ANTHONY P. RAGONETTI, *Director, Recreation Unit, Police Athletic League, Incorporated, New York.*

Maori vs Lummi

Sirs:

It was a pleasant surprise, indeed, to find Miss Cassell's description of the "Maori Stick Game" in RECREATION magazine for January, 1953. For many years recreation leaders of the Pacific Northwest have been enjoying and teaching essentially the same game, calling it "Lummi Sticks" after the Lummi Indian tribe of Puget Sound. They were reputed to have played it as a gambling game using deer bones or elaborately carved sticks which they manipulated with great skill.

Whether the game is of Lummi or Maori origin is secondary to the fact that it is a wonderful socializer for people of all ages and learning the game usually is a hilarious experience for all the participants.

One variation we have used with success is the playing of the game in foursomes (we call it doubles). One set of partners sits at right angles to the other as in a card game. The first twosome begins the game and the song while the second set starts its rhythmic pattern two beats later. All four players sing in unison. This results in a continual pattern of sticks being thrown across the "no hand's land" in the center of the square and requires previous practice in pairs or "singles."

The variations of routines and rhythmic patterns are many and the participant's ingenuity and coordination are challenged in playing it.

Many thanks for giving us more background on "Maori Sticks" and the additional words and music.

HANS A. THOMPSON, *Recreation Director, Santa Rosa, California.*

• The game of Lummi Sticks is used by a number of recreation departments. Below, a group of leaders receiving instruction from Mildred Scanlon, social recreation specialist of the National Recreation Association, at a recent leadership training session in Guntersville, Alabama.—Ed.

From India

Sirs:

Thank you very much for sending the pamphlet *Homemade Play Apparatus* which I am returning to you. We cannot use homemade play equipment,

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as anything we put up is used constantly. We just put up a swing in our back yard and at least fifty children use it every day, so you see that it must really be something sturdy. Gauhati is a town of about 80,000 and there is not one other swing in it and absolutely no play equipment for children, or a park area for them to play in. We go home on our furlough in April and so have decided to wait until we come back to try to set a playground up here. We hope to get directions for putting up park play equipment while we are home.

I wish that we had known of the visiting recreation people (Mr. and Mrs. Thomas E. Rivers) so that we could have asked them to come here. Gauhati is a two hour plane ride from Calcutta and perhaps they would have found it possible to make us a visit.

ANN BEERS, *American Baptist Mission, Gauhati, Assam, India.*

Activity Ideas

Sirs:

We are enjoying RECREATION tremendously; the articles are stimulating, the ideas for craft and other activities of great help to our program. Right now we are in the midst of the winter sports program with about forty-four hockey teams in our park leagues and a beginning class of ski jumpers, including some girls, numbering seventy-five.

FRANCES KANNOWSKI, *Publicity Chairman, Mid-Continent Regional Park and Recreation Conference, Grand Forks, North Dakota.*

Professional Responsibility

Sirs:

In speaking of a really professional attitude in the recreation field, which would naturally result in each worker assuming personal and individual responsibility for the growth of his profession, I would like to say, among other things, that I feel that too few of us subscribe to RECREATION. I suspect that your circulation is negligible with respect to what it really should be; and I think every recreation worker should have easy access to, or subscribe to, your magazine. I find that almost none of our field workers *do* subscribe to RECREATION. All of this led me to openly so comment to our superintendent, saying that I would bet money that there are not over twenty persons in our department who read this fine magazine and that the number of individuals in our department who subscribe for it could probably be counted on the fingers of two hands.

Further, I felt that we should be ashamed of the fact that so many of us call ourselves professional workers when we don't even read or subscribe to the one magazine which is our medium of expression. I stated that I would bet that the national circulation of RECREATION is much lower than most of us would assume; and that it's about time we gave the magazine a boost by encouraging and stimulating a healthy eagerness to read it.

And of course our superintendent, William Frederickson, Jr., called my bluff by asking me if I would like to speak before the next meeting of our city-wide staff of recreation directors—in behalf of RECREATION? Would I do a "pitch-talk" for the purpose of stimulating a more active interest in the magazine? And of course I agreed wholeheartedly to do so—in fact I am looking forward to the opportunity.

ERNEST B. EHRKE, *Recreation Director, Harbor District, Los Angeles.*

• Mr. Ehrke has said, in a later letter, that informal discussions of this subject with recreation workers have elicited variations of the following answers as to reasons why the worker does not subscribe to RECREATION: (1) "I have never been asked;" (2) "I cannot afford it;" (3) "The magazine is geared for the top-flight administrator, rather than for us who work in the field."

In answer, we would like to say: (1) *Please extend our invitation to subscribe to all members of your department!* Mr. Ehrke answers the other two points as follows: (2) "Can you afford *not* to subscribe, if you are willing to assume responsibility for your own professional growth;" (3) "Let us raise our sights, and our standards, so that we can consider ourselves as professionals every bit as much as the superintendent or supervisor. This publication should be regarded as 'our' magazine, and if there is something we would like editorially, we can surely write a letter and so request articles of that nature. Or better still—why not write an article along the lines you have in mind and submit it to RECREATION yourself? Anyone can criticize, but the professional person realizes that he helps himself if he helps others. Let's all pitch in, thereby increasing circulation, thereby increasing advertising appeal, and thus in turn creating more funds for RECREATION magazine to work with."

We would like to add that RECREATION carries one whole section for program leaders. See any issue of the magazine.—Ed.

Letters to the Editor should be addressed to RECREATION magazine, 315 Fourth Avenue, New York 10, New York.

Editorially Speaking

On Writing for Recreation

You, who are interested in the field of recreation, know that RECREATION is *your* magazine. You can help to make it ever better by submitting material for possible publication. Take advantage of the opportunity to pass on to recreation leaders the things that you have learned from your own valuable experience in recreation! The magazine uses:

1. Stories* about new, unusual or successful programs or facilities—1600 to 2400 words in length. Action photographs, to be used as illustrations.
2. How-to-do articles*—1000 to 2000 words. Photographs, art work or suggestions for sketches.
3. Short articles*—600 to 700 words.
4. News items of interest to others in the recreation field.
5. Humorous incidents.
6. Pet Ideas—short items about favorite devices, techniques, equipment or program activities. This department will be established as a regular feature when, as and if we begin to receive a steady stream of contributions. Please label material, "Pet Ideas."
7. Letters, for the "Letters" page, commenting on, supplementing, taking issue with any material appearing in the magazine; or discussing any subject which affects all readers; or answering any letter which has previously appeared. (See "Letters" in any issue of RECREATION.)
8. College recreation news items for "On the Campus," particularly about projects and activities of students majoring in recreation.
9. Good action photographs—8 x 10 glossy prints—that we may hold in our photograph pool and use as the opportunity arises. We need pictures—unposed—which tell a story, on the following subjects: dramatics, pageants, creative activities, square and folk dancing, children with *happy faces*, music participation, picnicking, girls' and women's programs, outdoor sports and athletics, summer activities, and so on. (See back issues of RECREATION for the type of picture we like to use for illustrations and covers.)

Instructions

MANUSCRIPTS—Please send us original typewritten copy (*not* a carbon), double-spaced, with generous margins. Type your name, address, your professional title or a line or two of biographical material, in the upper left-hand corner of the first sheet. If you wish to have your manuscript returned, if not used, enclose a self-addressed, stamped envelope.

Keep in mind the seasonal aspects, if any, of your material and remember that each issue of RECREATION is made up two months in advance. Write up special events immediately after they happen, while details are still fresh in your mind. Send in the article at once so that we may consider it in our advance planning (see Consideration).

PHOTOGRAPHS—Paste a strip of paper on the bottom of each photograph, giving identification and information which can be used in a picture caption. Be specific. Note, on the back of each, any credit which should be given.

Subjects

A few of the many specific subjects on which RECREATION welcomes good articles, are:

- Techniques of program planning; leadership techniques.
- Women's and girls' recreation programs, under trained leadership.
- Selection and preparation of materials for television programs. Activities.
- Planning and preparation of good seasonal programs, parties and special events.
- Special playground projects.
- Adult programs, and/or community-wide programs, on the playground.
- How-to-do of crafts projects.
- Sports and athletics, indoors and out.
- New games, or "new games from old."
- Day camping, overnight camping, hiking, nature activities.
- Short original skits, plays, pageants, scripts, which have been used successfully.
- Personnel standards, evaluations, training, practices.
- Recruiting, training, supervising and keeping volunteers.
- Community center housekeeping.
- Maintaining good recreation program libraries, files, reports.
- Cooperation with military personnel in providing off-base recreation for service people.
- Successful teen-age parties, stunts, activities.
- Community drama—how to plan it, get it started, carry it on.
- Hobbies, family recreation.
- Clubs—their organization, leadership, program planning, activities, problems.
- Programs for young adults, just out of their teens.
- Recreation for the handicapped, hospital recreation, other special groups.
- International programs.
- Administrative problems and procedures.

Consideration

It is not often possible for the editor to come to an immediate decision regarding the use of a manuscript. Many things must be taken into consideration when we are concerned with the presentation of a well-balanced issue—timeliness, specific plans for future issues and the total program. A playground article, for instance, if submitted in the fall or winter, when more seasonal interests are paramount, may be more effective if held until spring, when thoughts are turning to the approaching playground season.

Remuneration

Recreation, as the monthly publication of a non-profit, service organization, cannot pay for the material it publishes. It must depend for free contributions upon the leaders who wish to share their experience with others in the field, and upon friends of the recreation movement. It should be apparent that this fact imposes limitations upon the solicitation of materials, and it is why we do not publish more articles on certain subjects. We do, however, try to meet the needs of recreation leaders for materials to help them to better carry out their responsibilities, to grow professionally, to keep up-to-date on news and trends, methods and techniques, new program ideas—and we strive to give them ammunition to help them to interpret the needs for recreation to local citizens and lay groups.

As the May, 1952, issue of *Social Education* state so well, "The best antidote for what a reader considers lack of balance in the magazine is for that reader himself to write or to encourage the writing of what he feels is more appropriate material. That, and letters to the editor!"

* See also under Subjects.

Adult recreation

Adult recreation clubs are the backbone of the playground and recreation movement in Decatur, Illinois. They provide the grass roots function that we hear so much about but so seldom see. They are made up of people of all walks of life—railroad workers, foundrymen, industrial workers of all kinds, school teachers, lawyers, clerks, insurance men and even those who are retired. The first club was organized in 1935 as a community club in a heavily populated district with a small park. The area needed to be developed and it was felt that such a club could be of vital importance. Two cities where similar organizations existed were studied and their good features used in setting up the first club.

Its objects were "to cooperate with the recreation board and the park board in encouraging neighborhood unity for the purposes of obtaining, for that community, opportunities for wholesome recreation throughout the year; to promote neighborliness and sociability; and to make a united effort toward the advancement of the playground and recreation movement in Decatur." More directly the purpose of the club was to arouse community interest enough so that it would be a source of help to the recreation movement. Tax supported recreation had been voted down twice by Decatur. Recreation had been conducted only on a piecemeal basis. Money to run the recreation program had been secured from tag days, schools, the city government (very small amounts), the Community Chest, private individuals, industries, lodges, firemen's associations and others. The tax question was to be proposed again and the organization of adult recreation clubs could help focus attention upon the need for recreation. The clubs could help best by being interested, by having a challenge before them. It was much easier for them to see the needs of their own immediate neighborhood than to see the needs of the entire city. Thus the first club was born. Its immediate projects included raising money for floodlights for the ball diamond.

Other clubs followed and with the help of all of them, plus WPA money for a demonstration program, the first tax for recreation in Decatur was voted in 1936. Actually the clubs have been more useful since the program was tax supported than they were in getting it passed. Their number has varied from five to eleven. Over a period of years some, for reasons beyond their control, have had to cease functioning. Some have disbanded because their playground was on private property which was eventually used for building purposes. Others have closed because larger parks were built in adjoining neighborhoods and interest was focused in those directions. New clubs have been organized to take care of new parks so that at present there are eight active clubs. They are operating under the same objectives that were set down in 1935, although the methods and techniques used in attaining these objectives have changed. It is interesting to note that all clubs have agreed upon a standard set of by-laws which have the approval of the recreation and park boards.

Membership is open to any person over eighteen years of age who resides in the neighborhood and is actively interested in the objectives of the organization. No dues are permitted. The park and recreation boards have always insisted that membership be free and open to all. Partisan politics, religion or labor questions are not discussed. The sole job of the clubs is to improve the recreation facilities and programs. The latter includes all that goes with a good recreation program—sociability, neighborhood unity, helpfulness to others and so on. Each club elects officers, and no member can hold office for more than two years in succession. This prevents the same people from running the clubs year after year, and forces them to continually search for new members. Monthly meetings are held, at which time financial reports are given, new members are welcomed and projects for the playground are discussed. Board members or staff workers from both the park and recreation boards are welcome at these meetings, which usually take the form of a "pot luck" meal. This, again, makes for friendliness and sociability.

Each club is given permission to operate a concession stand in their park in order to make money for projects. All rules of the city health department must be observed, as well as all park ordinances. Advertising in the parks is forbidden. Clubs are not permitted to sell tobacco or alcoholic beverages, or to peddle their goods to bleacherites, all sales being made at the concessions. Parents may buy their children refreshments if they wish but they

Mr. Foval *is the superintendent of recreation in Decatur.*

This story is particularly interesting in the light of Mr. Prendergast's editorial, "Recreation in America Today," in the December 1952 issue of RECREATION.

CLUBS

Russell J. Foval

needn't be bothered by having someone hawking his wares in front of them, or by the possibility of a bottle being thrown from the crowd at the umpire. Again by park board rule no one is allowed to be paid for working in the concession stands. This places considerable responsibility on the members of the clubs as they operate their stands five to seven nights a week. They work hard to get enough members so that no one has to work more than one evening a week. Usually two couples will agree to work one night a week; and if anyone of them cannot work, it is their responsibility to get a replacement. As a final word on concession stands, it is required that all clubs turn in financial reports to the park and recreation boards immediately after their annual meeting in September.

In order to obtain permission to operate a concession stand, the clubs agree that all money made must go back into the park, either in program or facilities. All projects must be approved by the park and recreation boards. Recreation activities that clubs have paid for, or assisted with, include movies, dances, picnics, crafts, parents' night. ball games, play days and tot lots. They never pay leadership costs as this is a responsibility of the recreation board. However, they join hands with the recreation board and supply money for the rental of movies—about fifty-five dollars per season for each club—and extra supplies for the craft program. They secure musicians for dances and provide transportation for intra-city events. They assist (never financially) in securing outstanding ball teams for their parks. They have picnics in the summer and parties in the winter for their neighborhood youngsters and adults, and do many other things to help the recreation leader.

While all such help has been important, the big boost to the recreation movement has come from money invested in facilities and equipment. Over $80,000 has been put into permanent playground facilities and equipment since the clubs were organized. Some of the things they have paid for include floodlights, swings, slides, climbing apparatus, basket and volley ball equipment, cyclone fencing for backstops and safety fences along base lines, bleachers, circle ball courts, storage buildings, tot lot fencing and equipment, roller skating areas, scoreboards, public address systems, fireplaces, blacktop under basketball goals and around concession stands, dust settlers for the ball diamonds, concession stands, spray pools and bicycle racks.

The procedure followed when a club undertakes a project is first to get in touch with the superintendent of recreation. He knows the park board policies and can help the clubs, particularly if they are asking for some facility that will be hazardous, a nuisance or too costly. He knows pretty well what each park needs to make it a better recreation area and many times is asked for suggestions. He tours the parks several times annually with the park superintendent, and they are in agreement as to what each park needs. Each club is encouraged to plan projects five years in advance and to follow the plan as closely as possible. After preliminary meetings and numerous phone calls, the clubs present their requests in writing to the park board.

The two superintendents many times visit the parks with special committees from the adult recreation clubs to discuss the projects, such as the location of a tot lot or a spray pool. The park board agrees to furnish the labor for installation of new equipment if the club pays for materials. Therefore, if the park board approves the written request, the go ahead signal to the park superintendent is given. The park superintendent orders the materials that are needed and bills the clubs for them. Clubs are asked to submit their projects in the fall of the year so that the park board can order all materials and get work started. Many times such articles as tot lot tables, bicycle racks and spray pool pipe can be assembled during the slack winter months and be ready for installation when the summer season gets under way. Projects are undertaken in the order in which the park board receives them, thereby getting away from the question as to who comes first. Most projects can be completed before the summer season. Each year the clubs will average spending from $3,500 to $4,500 on much needed improvements. Small clubs will do well to clear $300 in one season while large ones will clear as much as $800 or $900. Sometimes a club will save its money for one or two years in order to complete a particular project. This is discouraged as much as possible, however, as clubs seem to get into arguments as to how to spend their money when the balance gets too large.

The Adult Recreation Council is an outgrowth of the adult recreation clubs. After seven or eight years, it was found that the clubs were changing their by-laws to suit themselves. Some clubs were antagonistic toward the park or recreation board and sometimes both. Club members expressed dissatisfaction over not knowing the "what and why" of policies that were set up by the two boards. In short, a clearing house was needed, a place where adult club members, park board members and recreation board

members could get together and discuss their problems.

As a result the Adult Recreation Council was organized. The objectives set up are the same as those of the adult recreation clubs except for one which is similar but more definite. It is "to strive for the best of recreational facilities and leadership for Decatur and cooperation with every adult recreation club, the Decatur Park District Board and the Playground and Recreation Board of Decatur." This pin pointed the problem—the lack of wholehearted cooperation on the part of all three groups concerned. Actually the desire to cooperate was present but lack of knowledge of what the problems were made it difficult to work together successfully.

The council consists of two delegates and the president from each adult club (the two delegates to be appointed annually by the incoming president of each club). All clubs are entitled to three voting delegates. In addition, one member of the park board and one from the recreation board are members. The recreation chairman of the PTA Council is a member as well as the superintendent of parks and the superintendent of recreation; the officers are president, vice-president, secretary and treasurer. The executive committee is composed of the officers of the council, one member of the park board, the superintendent of parks, one member of the recreation board and the superintendent of recreation.

The council meets four times a year, in February, May, September and November. New officers are elected in November. Meetings consist of discussion of policies, programs and projects of the clubs and the park and recreation boards. They present an opportunity for adult club members to question any policy that they don't approve of or don't understand. Short sessions are set aside to train new officers of the clubs in order that they may more fully understand their duties and responsibilities. Many times, misunderstandings are avoided or straightened out because of such gatherings. Adult club members find out that their park board member is trying to help them and that the recreation board member is thinking of their welfare and their interests. Likewise board and staff workers get to know adult club members and their problems. Quite often members of one club answer the problems of another. Once in awhile speakers are brought in, but not often. The judge of the county court, a former playground leader, and the president of the recreation board have spoken to the council. Recreational movies are occasionally shown. The best work of the council is done when refreshments are served after the official business of the evening has been transacted. This is the time when people get acquainted and can really talk over their problems in a friendly atmosphere. The eight adult clubs and the recreation staff take turns at being host to the council members.

Advantages of having such clubs are many. They encourage neighborhood unity as they bring together people with a common interest, promote neighborliness. New people in the neighborhood are made welcome. The clubs have helped recreation develop much faster than it could have without this community interest and, by working with the park and recreation boards, have resulted in a united movement for more and better recreation in Decatur. They live up to their objectives very well; and, they work so hard for improvements in their parks that they are bound to take pride in their accomplishments. It is really and truly a grass roots program. Members are constantly looking for ways and means to improve their areas and their programs. They want the best for their children.

Parents spend many hours at the park with their children. For one thing they know where their children are. The children are playing in the park while Mother and Dad are working in the stand or watching the ball game or the movies. Parents often play such games as horseshoes or softball with their children; or at other times, simply visit with them. This is a fine example of family recreation.

The members of the clubs take a tremendous interest in the community in which they live. They not only take great interest in their neighborhood recreation, but also the recreation of the entire city. The Adult Recreation Council helps bring this feeling about by keeping its members informed about city-wide recreation.

The recreation board, park board and their professional workers have a feeling of confidence when they know that they are not working alone in their efforts to do a good job.

The clubs help focus public attention on the work that is being done or on the work that needs to be done. With the publicity that they receive, the public gets a good picture of what is going on in recreation. Budget cuts would be difficult indeed, with so much neighborhood interest. With an average of fifty members in each club, it means that an organization of over four hundred people is vitally interested in what happens to the recreation movement in the city. Their voices will do much more good for recreation than that of the paid staff workers.

The clubs are a source of help to the playground leader and the administrative staff. Having someone to go to for assistance is very encouraging. A compliment from a citizen and a tax payer accomplishes wonders. Knowing that someone in the vicinity is interested in the program spurs the leaders to greater efforts and achievements. They aren't hurt by having someone "look over their shoulder" once in a while. Money is made available to them for things that the recreation department cannot furnish. The support of the clubs gives them a feeling of confidence.

The community comes in for its share of benefits. Good citizens make good neighborhoods and good neighborhoods make good communities. The community needs to be proud of its assets. Decatur has much to be proud of, but at the top of the list is its park and recreation program. The adult recreation clubs are the backbone of the recreation program.

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Professor Rizzuto's BASEBALL ACADEMY

• Baseball clinics of this kind are conducted each year by an increasing number of recreation departments throughout the country. They are a means of bringing local boys together for practical lessons in good sportsmanship and democracy, as well as for training in the game of their choice.

Lawrence Lader

They were some of the toughest kids in New York. They came from the tenements of Harlem, Brooklyn and the East Bronx, from street-corner gangs, from broken homes. Most of them were in danger of becoming serious cases of delinquency. But instead of running wild on the streets during fall and winter afternoons, the last two years they have flocked to a new kind of school—started by Professor Phil Rizzuto of the American Baseball Academy.

At Rizzuto's school twenty-four hundred boys from thirteen to eighteen, divided between the New York and Brooklyn branches, do nothing but learn baseball. Each boy gets five one-hour lessons in pitching, catching, batting, first base, infield and outfield play, thirty lessons in all. The faculty is every fan's dream. Headed by Rizzuto, one of the great short-stops of all time, it includes such stars as Gene Woodling and Gil McDougald of the Yankees, Gil Hodges and Ralph Branca of the Dodgers, Sid Gordon of the Braves, and Saul Rogovin of the White Sox. The whole school is free; for the American Baseball Academy is a non-profit philanthropic institution which not only keeps thousands of boys out of street-corner gangs and pool rooms, but also provides its pupils, regardless of race, creed or color, with a practical workshop in democracy.

"An extraordinary school!" New York District Attorney Frank Hogan exclaimed at the opening day ceremonies. "The teachers are heroes to the pupils. The boys come early, batter at the door to get in, and stay as long as permitted."

The classrooms are the two huge armories of New York's 165th Infantry and Brooklyn's II Corps Artillery. Classes are held each afternoon at 3:30 and 4:30, starting in November and running for twelve weeks. Many pupils travel over an hour to get there. Carfare means so much that they often walk miles to save a dime.

Walk into the huge, block-long New York armory any afternoon and you see six courses going on simultaneously. At one end of the floor, Woodling's class works at the batting "tee." In another corner a semi-circle of boys watches McDougald demonstrate the pivot at second base. Classes under Ralph Branca, Sal Yvars and Gene Hermanski are scattered in other corners of the armory.

Dick Kryhoski of the St. Louis Browns has his first base pupils making the double-play throw to second, then hustling back to the bag. "Come on, big man," he shouts to little thirteen-year-old Frankie Leffernan. "Don't waste all that motion." He stops the play and calls the class around him. "You boys are doing the same thing I did when I started. When the ball's hit to first and you're fielding it for the double, don't take those little steps getting the ball off. Just pivot on your right foot, swing your left foot toward second, and throw."

Kryhoski sends the ball to Leffernan again, and the kid scoops it and throws in one easy motion. "Now you're getting it!" Kryhoski shouts.

At the batting "tee" sixteen-year-old Raymond Burroughs takes a hard swing at the ball, which is suspended from a pulley, and misses. "Keep that left foot in place and swing easily," Woodling instructs. "Don't try to murder it." The kid takes his cut again and hits the ball squarely. "Now you're swinging easy," Woodling says. "Watch the way Johnny Mize does it. He doesn't have to swing hard to get it out of the park. It's good to have a model. I learned a lot from Mize."

In another corner of the armory the catching class under Sal Yvars of the Giants is throwing out runners stealing second. "Wait a minute," Yvars shouts to a chunky, dark-haired youngster making his fourth throw. "You're all doing the same thing, wasting motion. You get up from your crouch and take a couple of lunging steps forward. It's got to be done in one simple motion. Just move your left foot over in line with second base and get your throw off with a snap of the wrist. Don't rush it. It's all in the wrist."

The boys try it again. "Much better!" Yvars shouts. "You keep on improving like that and in a couple of years you'll be giving me passes to the Polo Grounds."

There are hundreds of boys on the floor, but the armory is quiet, each pupil awed by the privilege of working shoulder to shoulder with baseball stars he had previously only been able to idolize from afar. When the Baseball

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MR. LADER, *a Giant fan, is author of many magazine articles. He is president of Harvard Radio Alumni Association.*

Academy decided to accept whole gangs, trouble was expected. But there has not been one fight in two years, not even shoving for a place in line.

This adulation of its major league stars is what makes the Baseball Academy such a strong force in combatting juvenile delinquency. A leader of one of the toughest East Bronx gangs applied for admission last year through his local community center. "But you'll just break windows and raise hell like you do here," said the center's skeptical director.

"Naw," said the kid. "If me mother says 'shut up,' maybe I don't. If you tell me 'shut up,' maybe I don't. But when Phil Rizzuto says 'shut up,' I shut up."

"Kids like that look up to baseball players," Rizzuto said recently. "It's very flattering but it's also a responsibility. We major leaguers can help a lot of boys do right instead of wrong."

This is the real challenge before the Baseball Academy—how to direct such adulation toward constructive ends. One step is to insist that the boys maintain passing marks at high school and junior high school. Dick Kryhoski of the St. Louis Browns, for instance, makes a regular practice of checking his boys' marks every few weeks. "Every big leaguer knows he has to have something to back him up," Kryhoski told his class recently. "I'm studying for a college degree now. If you get those A's and B's at school, you can do it too."

One of Rizzuto's pupils last year, a seventeen-year-old youngster from Harlem, was cutting high school continuously. "He wasn't a dumb kid," Rizzuto said. "There was something worrying him. Finally he told me his parents were so poor he had to go to school in dungarees. He wanted to quit and go to work. I told him how tough things were in my youth. Even when my father was on relief in the depression, he made me stick out high school. Gradually I got the kid to work at his grades. They got better, and he graduated. He was a pretty good ball player so I got a Yankee scout to look him over. They never signed him, but that little attention did wonders for his self-confidence. Now he's got a job and is doing fine."

Leonard Panessa, a sixteen-year-old student at Machine and Metals School, was getting forty's last year until Gene Woodling took an interest in his case. "Gene really straightened me out," said Panessa who returned to the Baseball Academy again this year. "He made me see that when you try to get out of work, you only make things harder for yourself. Now I'm specializing at cabinet-making in school. I still want to be a ball player but I'm going to graduate first."

The Baseball Academy can get results like these because its instructors have been picked not just for their reputations on the diamond but their ability to handle boys. Many of them came from poor families and faced the same problems in their youth. Rizzuto grew up in Brooklyn and sold papers during off-hours from school while his mother took in sewing. He used his first check from professional baseball to buy food that went on the family table that night. Ralph Branca was one of seventeen children in a family struggling to keep its head above water.

Ralph Branca, of the Brooklyn Dodgers, demonstrates the fine points of pitching to a group in Manhattan Armory.

Monte Irvin and Hank Thompson are Negroes who faced all the problems of prejudice and city slums in their youth.

The Baseball Academy was launched by Rizzuto almost accidentally. Dining with Malcolm Child, author of many baseball books, at the height of the juvenile delinquency and narcotics investigations, he complained that there was so little a man like him could do to keep kids from going wrong. "Why not teach them baseball?" Child suggested. "Your name alone could take plenty of kids off the streets."

Rizzuto saw the possibilities—not just himself but a whole staff of baseball stars for the faculty. He spoke to other ball players. They were enthusiastic. Child, an experienced organizer, drew up the plan for the Academy and sent it to Bernard Baruch. Baruch not only liked it but spoke to other prominent New Yorkers to enlist their support. Today, many of these men head the Academy's board of directors. The chairman is John J. Bergen of Child's and Louis Sherry, Incorporated; the treasurer, Jack I. Straus of Macy's. The directors and sponsors include Alfred Gwynne Vanderbilt, James A. Farley, Eddie Cantor, Newbold Morris, Bernard Gimbel, Ward Melville of Thom McAn and Herbert Barchoff of Eastern Brass and Copper Company.

The Baseball Academy operates on a budget of $45,000. Its only paid executive is Child who is in full charge of the school. Last season Rizzuto taught classes every day. Handicapped by an ulcer this season, he teaches only occasionally but works on curriculum problems with the staff. The twelve major league instructors are paid a small weekly salary only because the Academy's directors felt they should be compensated in part for the more lucrative winter jobs they have had to sacrifice. The armories are lent free by the National Guard. Bats and gloves are donated by their manufacturers.

Determined that the Baseball Academy's classes should be filled by boys who needed help most, Rizzuto and Child set up a cooperative plan with 102 welfare agencies and settlement houses, including the Young Men's Christian and Hebrew Associations, Catholic Youth Organization, Police Athletic League, Grand Street Settlement and Forest

Slugging Gene Woodling of the world champion New York Yankees, using batting tee to explain proper batting forms.

Neighborhood House. Boys can apply to the Academy only through one of these organizations. With each application the organization writes a detailed memorandum of the boy's special problems at home, school or in the fields of behavior, personal relations or delinquency. This enables the Academy to pinpoint its help.

Cases sent by the agencies range from the most undisciplined boys on the verge of real trouble to those suffering from serious inferiority and deprivation. Of one thirteen-year-old kid with six brothers and sisters, and an unemployed father who had left the house, the agency wrote: "This is a shy child who needs to gain confidence and have help in growing up."

At the other extreme, the Stuyvesant Community Center noted on the records of another youngster from a broken marriage and a family crowded into a cold water flat: "He is sneaky and foxy, needs to be constantly watched."

The Academy knows that its major league instructors must spend nearly all their time teaching baseball. To handle such social and psychological problems, therefore, it has hired a staff of social service experts. Four social workers are on the classroom floor each day at both the Manhattan and Brooklyn armories. But words like "social work" are never mentioned. This special staff, known to the boys as "counselors," tackles its problems quietly and unobtrusively.

At the Brooklyn armory recently, case worker A. C. Sterling noticed one boy standing at the fringe of his class, afraid to take his place in line for batting instruction. Checking the records, Sterling found the boy came from an orphan asylum, was marked as withdrawn, insecure and needing serious attention.

"The youngster seemed more interested in Gil Hodges than the instruction itself," Sterling said. "Later when Gil ran out of balls, I asked the kid if he could lend his to the class for a while. He ran over and gave it to Gil with a big smile. Just being able to do a favor for his hero did that boy good. Later Gil told him that because he was so conscientious he had been selected to come early each day to take charge of the bats. That boy was so happy you'd think Gil had just made him first baseman of the Dodgers."

One of the most difficult cases last year was an overweight, flabby kid. He ran and threw like a girl and never mixed with the others. The case worker got in touch with his mother and found that the family lived in a tough Lower East Side district. To shield him, the mother had kept him at home, made him almost afraid of contact with the world. The case worker spent many sessions talking with her, making her realize how important it was for her son to be accepted by his friends and mix in neighborhood activities.

In addition, Sid Gordon, whom the kid especially admired, got the youngster to understand that although he might never become an expert ball player, he could channel his interests to other fields. Soon he was organizing a ball team in his own neighborhood with the backing of local merchants. He began to write sports for the school paper and became its star reporter. At the end of last season's classes he was awarded the trophy for "the most improved boy of the year."

But the real proof of whether the Baseball Academy has helped "boys do right instead of wrong," as Rizzuto expressed it, comes after they have finished the course. What happens to them then? "Last year we sent a particularly difficult group of boys," said Miss May Mathews of Hartley House. "They were trouble-makers at high school and running wild in the neighborhood. The Academy seemed to tone them down. But that summer when a hotel man asked me to send up some boys for a few months to work as caddies, I told him I couldn't recommend them without reservations. He took them anyway, and the boys made good. Not once all summer did they cause the slightest trouble."

The Baseball Academy may soon be helping thousands of other boys stay out of trouble in congested, tenement-ridden cities all over the country. The Boston *Post* has already come out in favor of a school there. Chicago and Elizabeth, New Jersey, are investigating the possibilities of establishing branches. "Why shouldn't every city have a school like this?" Bernard Baruch asked recently. "When you can do such wholesome things at so little expense?"

Most of the boys at the Academy have their own dream of going on to the major leagues. Two of the boys are already on their way. Last year Teddy Brown, who had only played softball until he came to the Academy, was signed by Sunbury, a Class B team of the New York Giants. This year another Academy boy was signed by Oshkosh, a Giant Class D team. Their fame has already spread through the sandlots of the city—practical proof to every pupil that hard work at the Baseball Academy gets results.

For the youngest pupils, who have to wait to reach this magic circle, the Baseball Academy has its special rewards. "Yuh'd always get cheated playing baseball in the park," twelve-year-old Ronnie Sparaco said recently. "The older boys would bat twice. Yuh couldn't do anything about it because they'd sock yuh. But next summer it'll be different. Wait'll they find out that Phil Rizzuto's been coaching me."

From a talk by Bernard I. Kahn, Commander, MC, USN, presented at the 34th National Recreation Congress.

Recreation for Neuropsychiatric Patients

By Bernard I. Kahn, Janet Reese, Maryles Nahl

TO BEST understand how to use recreation as a therapeutic tool for the mentally ill or emotionally disturbed, it is essential to understand how normal people use recreation for emotional enrichment. Once knowing this, we should apply the same principles to those we seek to help. In short, recreation should be an index of exercise tolerance, commensurate with age and maturity, a concept of imagination; freedom to use ideas and images, all of which are unfettered by the immediate data of living. This brings us precisely to the question, "What is recreation?"

Recreation is the application of energy to meaningful activity in one's leisure time. Flugel,[1] Erikson,[2] Walder,[3] and others, point out that the use of leisure to enhance well-being is a desirable social aim. It is recognized that the individual ability to handle and tolerate meaningful activities, other than the particular work which brings one economic and social support, might well be considered as an index of an individual's cultural attainment.

[1] J. C. Flugel, *Man, Morals and Society* (New York: International Universities Press, 1945).

[2] Erik H. Erikson, *Childhood and Society* (New York: W. W. Norton and Company, Incorporated, 1950).

[3] Robert Walder, "The Psychoanalytic Theory of Play," *Psychoanalytic Quarterly, II, No. 2,* 1933.

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Erikson states further that play is that activity which the individual does not have to do; and from a scientific point of view, recreation should be play. At the same time, it should be a means of using reality. From a therapeutic view in an institutional setting, recreation may be defined as a pleasurable flight from the immediate realities of tension-inspired situations or conflicts. Therefore, to adequately understand recreation as a treatment tool, it is essential to understand the nature and scope of psychiatric problems as we see them within one frame of reference.

The human organism from the moment of birth until the moment of death is under a state of tension. The individual reacts to this tension by massive or at least partial withdrawal from undesirable situations. He reacts to conflicts by an emphasis on dependency needs or he may react by aggressive action in an effort to conquer the conflict-inspiring situation, or he might withdraw completely. His response might be naive, ridiculous, or utterly inappropriate — e.g., running from school for fear of being considered exhibitionistic, asking for help in making a decision over the choice of a necktie, or swearing vigorously at a faulty engine. The ability to use one's tensions in any of these three aspects of behaviors is indicative of one's maturity. A child expresses its need for food by crying; this is normal dependency, but a thirty-year-old adult who needs his mother to select his next date is expressing an immature dependency need.

If we, as normal human beings are to derive satisfaction from recreation, it must furnish the same aspects, in fun and pleasure, that we find in living.[4] We all have constant, certain, numerous, unswerving, aggressive needs. Some of these are realistic and some are not. The childish motorist who, to satisfy his need to dominate, dashes out ahead of traffic, is neither realistic nor mature. Recreation then must provide a form of socially acceptable aggressiveness. The dependency needs of people are of tremendous import and recreation must contain certain forms of socially acceptable dependency needs. Because we all should have a bi-sexual orientation, recreation should furnish patterns of socially acceptable erotic responses.

It should be pointed out that not one of us has now, nor will ever attain or accomplish all the ego-ideals we once set for ourselves as children. We have all done things of which we

[4] William C. Menninger, "Recreation and Mental Health," RECREATION, November 1948.

feel ashamed and wish we could relive many areas of our lives. For this reason, we all possess more or less feelings of guilt which gnaw mercilessly and needlessly at our personalities; so, recreation must then be an escape from guilt. Because mankind has within him the matrix of numerous animal attributes, instincts which, as an adult, he might think are repugnant, there is always present the thin edge of fear that we might lose control of ourselves; in which case the impulses and hostile instincts might be acted out in our immediate society. Therefore, recreation should provide an opportunity for modified release of self-control. Because of all these human attributes, recreation must be such that it will enhance the self-esteem; and the activity must be so acceptable to the individual and his group that, irrespective of the limits, there should be no fear of reprisal for the pleasure which follows the relief of tension. This is why football played in the mud is considerably more acceptable in youth and adolescence than all the glittering uniforms the players would be able to wear if the contest were woven around tiddlywinks.

Therapy, irrespective of its type, that is aimed at the disease, rather than at the person, is invariably doomed to failure. In terms of using the tools of recreation for therapy, we tend to focus on the release of tensions woven about the patient's problems, relative to his maturity level. The principal problems which afflict our patient stem from his inability to handle emotional maturity with satisfaction. Rather than face reality with its normal, human limitations, he tends to retreat to a more primitive type of emotional existence to recapture, at least in fantasy, a world in which he can do and say and feel things that once gave satisfaction. This might be a partial retreat to an adolescent stage, or a complete retreat—to the level of a gurgling infant.

To be effective, recreation should then be permissive; it should enhance creativity, by an atmosphere in which interpersonal relationships are stressed as a desirable goal in mental health; it should give status without demeaning another's dignity.

Recreation coordinators should be able to provide the patient with an awareness of himself as an individual in society. Recreation should be designed to make the patient subtly aware that his status needs may be excessive, or his dependency needs too painful. Consequently, to be successful, the recreational program cannot be tossed into a ward. Careful orientation around the diversity of cultural levels, attitudes and values must be thoroughly recognized. The therapist must possess sufficient maturity and mobility to sense the prompt changes in mood and fugue of the patients, recognize the mercurial changes in tempo and beat, and with unity of purpose, bring them to a harmonious whole with only the subtlest hint that the alteration was scientifically designed.

Recreation in an institutional setting, such as a naval hospital, must be grossly designed about the manifold cultures from which our patients come. Naval personnel represent every educational, economic and social level in our nation. These officers and men, therefore, are subject to the reactions, fears, worries, tensions, aggressions and dependency needs that from time to time afflict all humanity; and when their reactions to these become so great that they can no longer function within our society, they become patients and are subsequently transferred to the psychiatric service of a naval hospital. Here they meet and work with recreation coordinators who use their skill to help them to integrate their needs, attitudes and values to those of American society. Psychiatric

patients are people who distort normal human values attached to thoughts, feelings, actions, cultural attainments, and erotic needs. Again, we reiterate that, in order to be successful, it is imperative that we treat the patient, not the disease.

Within this frame, let us turn now to the way recreation is used therapeutically in our institution. First of all, we attempt to weave treatment about the basic personality of the patient. This implies a knowledge of the patient's emotional maturity. Maturity implies one's ability to see himself as an individual with respect to past and present interpersonal relationships. To reach maturity implies emotional growth. We all recognize there is considerable difference between the strenuous competition of two wrestling youngsters and the thoughtful discussions of middle-aged men; and we appreciate, too, the difference between the varied goals of an adolescent and those of a child.

Patients are admitted to a hospital because, in many instances, they are unable to stand the threat of maturity. Because recreational activities are woven around emotional growth, it is important that we understand the stages of maturity. There are successive stages of development which John C. Whitehorn so beautifully brings out in his clinical personality studies, and we try to use this guide in the hospital here as an index of the activities best suited for the patients. Once the nature and scope of emotional growth is clearly understood, it is possible to manipulate maturity goals more rapidly and with greater effectiveness through adequate recreation. The stages of emotional growth are infancy, childhood, youth and adolescence, each of these stages possessing patterns of emotional development. These are clearly evident to the discerning mature adult, the finished product.

Infancy is characterized by great oral needs. Infants are demanding; intolerant to frustration, they throw things and beg for recognition from others. Their affectionate demands, as we know, are tremendous. They are quick to perceive visual and auditory responses in others. A frown of annoyance can provoke tears.

A twenty-year-old male, who has retreated to this phase of development, is treated as an infant. We try to give him a great deal of solicitous attention. He is encouraged to look at picture books. We try to create a feeling of permissiveness in ward situations where he can throw things, if he so desires. He is reached through his oral

needs; and the warmth of a maternal atmosphere is recaptured by ward waffle and candy parties. He is permitted to externalize his destructive tensions to a limited degree, by exploding paper bags, balloon-blowing contests, and cloth-tearing as part of simple activities.

The childish stage of emotional development is the "why" stage familiar to every parent. The normal child is filled with tremendous curiosity about his world. To him, this world is an oyster which awaits his opening so that he may swallow with delight. A healthy, happy child has a great deal of aggression. Yet, from time to time, he quickly withdraws from unfamiliar situations. Possessing no strong sexual differentiation, it is sufficient that the world is brilliant and colorful, created solely to satisfy his own omnipotent pleasures.

Patients in this stage are exposed to crayon coloring games and similar means of identifying themselves with others in situations comparable to those experienced in childhood. As children, they enjoyed frightening themselves and others with grisly tales and fearsome masks. On our wards they make their own masks. Simple contests, where games are based upon their own limited awareness of themselves with respect to others, are encouraged by small prizes. Because at this stage victory is more important than the game, the child's prestige needs are voracious. Motor games like ping-pong and horseshoes are important. Group singing, too, at this stage, recaptures the warmth and comfort of a family situation. Birthdays are celebrated with ward parties.

The youth stage is assertive, demonstrative, athletic, possessing strong identification — Hopalong Cassidy competes with Buck Rogers and Joe Palooka. Youth recognizes itself as possessing sex but actually denies the aims of heterosexuality. Recreation at this stage is focused on the patients who plan and lead others to participate in games. Mechanical devices such as record-making machines are important, and the normal youth begins to apply himself to more and more complex activities. Hobbies become important —stamp-collecting and model-building take on high emotional values. Youth, too, desires to know the limits of the world, to understand orderly living. Men in this particular stage of development have ward rules which are strict and relatively relentless. Social activities take on more and more meaning. Youth sees itself as a dramatic poseur; thus, our patients are offered dramatic activities—they become a part of rhythm bands and participate in ward plays. Cooperative enterprise develops at this stage of living; and patients are encouraged to form themselves into games with teammates. Because the child tests the rules, and at the same time tests his own assertiveness in horse-play, these contests of skill take on an ever increasing importance. Youth also begins to see itself for the first time as part of a greater world. The good parent takes his children on outings—picnics, visits to various industrial plants and museums. We attempt to reproduce this same relationship. Our patients are taken on picnics, barbecues, and tours of industries, thus drawing

their interests from themselves to an outside world so they can see the meaning of functional living in our society. It is at this stage that occupational therapy is most effective.

The normal adolescent, the next stage, demands tremendous independence; possessing strong drives to break from parental influence, he argues for rights and privileges that are at times frightening to parents. The healthy adolescent varies from an angry atheism to a lofty humanistic idealism. At the same time, there is a frightening heterosexual orientation, appearing to emphasize mercurial changes in mood.

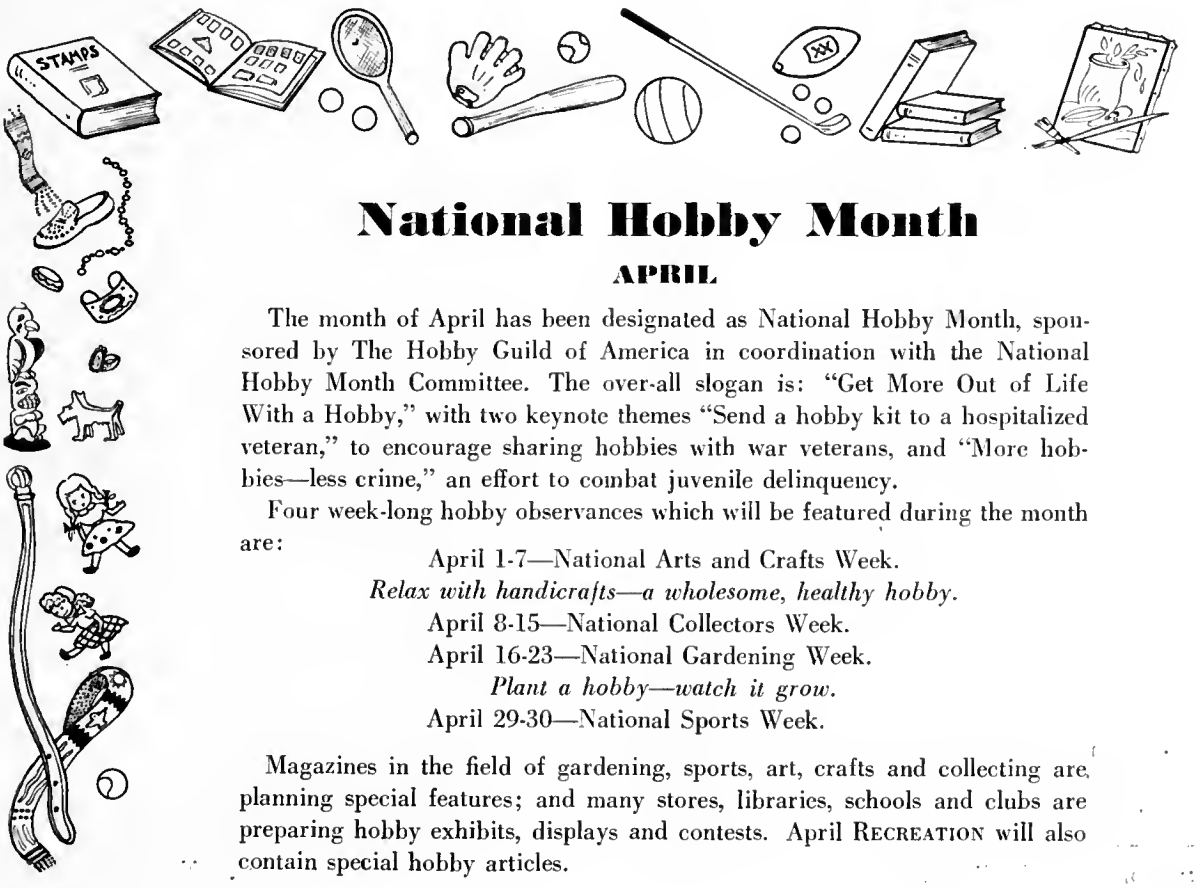
Love appears for the first time as an idealistic theme menacing the adolescent development, and bashfully he turns to books on poetry and ruminates over his own cherished one. The normal adolescent is highly antagonistic to prohibitions; he vehemently denounces parental values; defiantly demands the world heed his protests. When he reluctantly recognizes the world will not alter centuries of manner and conduct to please him, he becomes impatiently hostile. He hates others with vigor and venom, for he feels deprived of his rights.

The recreation workers with this stage are really tested, for the patients must be treated with tolerance toward their assertiveness; they must be accepted for their mercurial value changes; they must be given greater permissiveness for their independent needs and at the same time be given support and understanding if they fail to adapt. Entertainment must be socially appealing and games must have a cooperative enterprise and strong competitive spirit. Play in the game is now more important than victory itself—volley ball more acceptable than ping-pong. Red Cross hostess parties at this time are essential. Such women must be sufficiently mature to be able to impart an air of uncalculated spontaneity that is such an aspect of the asexual seduction of adolescence. It is imperative that the patient see himself for the first time as a member of one sex to be oriented to that of another without shame or guilt. Folk-dancing and group singing, then, take on a new significance. The presence of young women at parties also adds vigorous meaning to the heated arguments about goals concerning the opposite sex that are such a part of adolescence. For the opposite sex must be able to give approval, to give self-esteem, which is infinitely more important than is recognized in our present high schools. However, when hostility is easier to bear, and antagonism to authority more welcome than being tolerated by others, the patient comes to hate. Because he hates society, it is only natural for him to assume that society hates him. At this stage, our principal goal is to enable this patient to recognize that he no longer need see himself as a hated member of society, and to recognize, too, that there is no need to hate others—if he is to accept the responsibility that accompanies maturity without fear or venom.

In a happy childhood, there are no antagonisms to one's self for being alive, nor is there hatred for others. The child is delighted at his own feelings of omnipotence and the warmth he gets from making friends and receiving friendship and affection from others. Unless they are carefully indoctrinated by parents, educators or other frightened people, Negro and white, Jewish and Gentile, Catholic and Protestant children can play together with no awareness of difference nor feeling of enmity. One of the themes we attempt to inculcate is that recreation can teach that the unreasoning enmity between adults is pathetic and unnecessary. Progression to emotional maturity carries with it the knowledge that blame is futile and that the dull rage in the pathologically hostile individual is really a mask for a quaking fear of failure. The mature individual recognizes one desire above all, that we accept people as they are—even in a psychiatric institution.

One social activity that is almost universal to all mankind is that of music. Music was man's first interpersonal relationship. The first sound we really listened to was music, the soaring lilt of a mother's song. The serenade is the wooing of adolescence. Group singing captures the mood of earlier and more pleasant years for our patients. Transposed and translated we thus use this method of expression to bring about healthy growth in those who have retreated or have been arrested in their developing maturity. The goal of therapy is maturity. We try to work with our patient so that he comes to learn that he can become an adult, with mature goals; and that, whether he be a ditch-digger or a salesman, there is no longer need to punish himself by feeling a desperate desire for approbation, approval or acceptance. Nor does he need to rely on mendacious maneuvers to gain respect because he has not lived up to the goals which he set for himself in earlier years.

We seek to teach these men that the geography of themselves is infinitely more important than an impossible attainment of goals based upon a cloying hunger for the respect they feel they would receive if such goals had been attained. A man can see himself as a human being who has needs, whose wishes to be admired and respected do not have their origin in some pseudo-lofty concept of accomplishment that has no real meaning. They should stem from his own recognition of himself as a human being. Therefore, it is imperative that the recreation worker recognize that what really counts for effective results is that the patient be recognized for what he is, so that in the worker there cannot be the slightest hint of detectable snobbery; there can be no thin shellac of stupid or pseudo-sophistication. The concept of working *with* the patient and not *for* him is the aphorism that makes for effective therapy. Goals should be comparable to that which the good parent tries to give his child when he says, "We have tried to guide and counsel you so that you can find your goals. We have not worked for you to find ours."



National Hobby Month

APRIL

The month of April has been designated as National Hobby Month, sponsored by The Hobby Guild of America in coordination with the National Hobby Month Committee. The over-all slogan is: "Get More Out of Life With a Hobby," with two keynote themes "Send a hobby kit to a hospitalized veteran," to encourage sharing hobbies with war veterans, and "More hobbies—less crime," an effort to combat juvenile delinquency.

Four week-long hobby observances which will be featured during the month are:

April 1-7—National Arts and Crafts Week.
Relax with handicrafts—a wholesome, healthy hobby.
April 8-15—National Collectors Week.
April 16-23—National Gardening Week.
Plant a hobby—watch it grow.
April 29-30—National Sports Week.

Magazines in the field of gardening, sports, art, crafts and collecting are planning special features; and many stores, libraries, schools and clubs are preparing hobby exhibits, displays and contests. April RECREATION will also contain special hobby articles.

William H. Ridinger

RECREATION *on Wheels*

A Novel Show Wagon

THE RECREATION COMMISSION in Concord, North Carolina has developed a show wagon which is unique. Extensive inquiry convinces us that our separate unit, built on a special chassis and small enough to be used in almost any situation as well as adaptable to the largest demands, is different from anything existing today.

The city recreation commission was established in 1947, and by mid-1951 was ready—with a large majority of Concord citizens—to launch a full-time year-round program. With the completion of its new quarter-million dollar center they were in a splendid position to render real service in public recreation, especially in the realm of indoor activities. Soon, however, it became apparent that indoor facilities alone were not sufficient. The crying need, now, was for outdoor play areas which would be adequate to serve the recreational interests of young and old of the various neighborhoods.

Concord, like many of her sister cities, developed without planning for parks, playgrounds and open play spaces. Today, as a result, the city owns little or no land suitable for these purposes within the present municipal boundaries; consequently, the recreation commission realized that it would have to seek unusual and drastic means to provide the people of this far flung community with recreational facilities. From this realization came the policy and determination to use every means available in order to develop neighborhood programs. The response to this decision was quick and gratifying. Within a short time the Locke Cotton Mill and the local Public Housing Authority provided several excellent playgrounds in their neighborhoods. These additions to the city's over-all recreation facilities were, of course, a great blessing but the problem remained—to a great extent because there were so many other neighborhoods without any play space available whatsoever. At this stage, the recreation commission decided to experiment with the show wagon idea. Of course this idea was not new and certainly was not an invention nor a monopoly of Concord's. However, it is not very common and reports have it that there are not more than eight or ten of these units in the entire United States.

Already we have had numerous inquiries about size, construction, costs, over-all use, and so on. Ours is the experience of only one community, however, and we are aware that there must be countless ways of presenting this type of program and constructing units such as these.

Nevertheless, we are sure of several important things. Our show wagon has proved to be one of the finest public relations and publicity mediums that we have ever experienced. The very fact that it visited every neighborhood and could operate in streets, lawns, driveways, playgrounds or almost anywhere gave us an opportunity to bring recreation literally to the door steps and the back yards of our people. We also know that this novel wagon with its gay decorations appealed to people's imaginations and attracted them by the thousands during the course of the summer; and for the first time, our dramatics rivaled our athletic program in publicity and general interest. Neighborhoods, which before had felt neglected and far removed from the recreation center, now became a part of recreation and identified themselves with the program.

We are convinced that the small cost, which did not greatly exceed eight hundred dollars, was one of the finest investments that we have ever made. Certainly it yielded one of the greatest returns in our experience. In fact, we are so sold on this idea of "recreation on wheels" that we are planning to construct and operate a prairie schooner type of covered wagon, as a craft wagon for next summer. With a simple adjustment this can become a "chuck" wagon, to use as the central unit for our new hosteling and travelling camp program. We hope that the following information will stimulate you into taking a thrilling adventure along one of recreation's new horizons.

The Production of Show Wagon Programs

1. *Publicity*

The Press. Newspaper publicity is most helpful. Usually the show wagon announcements appeared along with the daily playground programs. When something special

WILLIAM RIDINGER is the director of recreation in Concord.

was being featured, the *Concord Tribune* treated it as news, with a special article about it. On several occasions the local paper, and nearby community dailies, ran feature stories and pictures. In the larger cities there would perhaps be morning dailies which would offer the best medium of advertising for the show wagon evening program.

Radio. Station WEGO in Concord was most cooperative. We nearly always could depend upon it for either spot announcements or special mention. The dramatics department also conducted a bi-weekly radio workshop, and often used this time to further advertise the show wagon.

Playground and Park Bulletin Boards. We coordinated our show wagon program, to a very great extent, with all of our playground activities. All shows were announced through the medium of posters or flyers on the playground bulletin boards. Playground leaders announced the pro-

Back of stage, showing doors right and left, and portable steps which are used for the stage entrances and exits.

grams at all their gatherings, especially when the show wagon was due in their vicinity.

2. *Location of Show Wagon*

The Concord show wagon was especially designed as an independent trailer unit, not to exceed fourteen feet in length, so that it could be used almost anywhere. Because most of our neighborhoods are well built up, with few open areas and almost entirely lacking in playgrounds, it was necessary to have a vehicle which could be parked in narrow streets, on lawns, small vacant lots and even in backyards. Of course, it goes without saying that if the wagon was adaptable to these situations it could quite easily fit into larger playground and park areas. Whenever possible the wagon was parked at the foot of an incline in the street or the lawn. This natural slope provided an ideal surface on which to set the approximately one hundred chairs which were carried with the wagon.

The chairs were arranged in ten rows in front of the stage after it had been folded out from the wagon and readied for the performance. These were seldom adequate for the crowds that gathered but served as a stationary core for the audience, with the overflow going to the sides and the rear. Every effort was made to encourage youngsters to leave the chairs for the adults and especially the older people. A roped-off area around the wagon and its stage protected the amplifying equipment and other electrical devices used in production. Much of this equipment was kept either in the back of the jeep which tows the wagon, or in the volunteer technician's station wagon.

3. *Lights*

Electricity for the show wagon is furnished free of charge by Concord's light and water department. In the early stages of show wagon planning, seven neighborhood areas had been selected as sites for performances. This information was given to the light and water department and they proceeded to extend wires from the electric lines down the poles nearest to the show wagon sites. After this was done it was a simple thing for the show wagon line to be connected.

The show wagon lighting is very simple and consists primarily of footlights made up of a battery of twelve colored lights hooked in three series and worked independently of each other. These are seventy-five watts. Overhead there are two one hundred and fifty-watt spotlights mounted on long flexible arms which can slide back into the roof of the wagon so as to be out of the way for traveling. Reinforcing these extended spotlights are two one hundred and fifty-watt white floodlights which are mounted in two light weight aluminum shields with adjustable clamps. The clamps enable these floodlights to be attached to various parts of the show wagon so that the light can be used to the greatest advantage wherever needed. There are also two small fifty-watt lights over the rear doors, and on the center rear of the stage several floor sockets which enable still further lighting on the stage when necessary.

Stage folds out from the front and is ready for use. Chairs are arranged in ten rows, and serve as core for audience.

The switches which control all of this are found in a panel on the lower front rear of the wagon, readily accessible to the stage technician and yet almost completely removed from the sight of the audience.

We run off of one hundred and ten-volt a.c. and find that we must be very careful not to set up too far from the source of our electrical supply. Any connection in excess of fifty feet will cause a voltage drop and subsequent loss

of sound and light. Therefore it is imperative to keep the wagon close to the original connection.

4. *Sound*

Not having a special sound truck, we have had to rely upon several of our public address systems. As can be expected, there were times when none of these were as satisfactory as they might be. Our best results were achieved by placing one large horn on the top of the show wagon. Actually, for perfection, several different types of mikes should be used, and in the case of a dramatic production at least two mikes should be used on the stage. A ceiling mike for all purposes would be better than the standard pedestal mike because of the necessity of moving the mike back and forth to meet the various requirements of different acts. In any case the average sound system, properly conditioned and operated, will satisfactorily serve the usual neighborhood crowd. It is only when the crowd exceeds four or five hundred, and is spread out over a larger area, that special attention should be given to the production of better sound.

5. *Pre-Show Time*

We find that despite good publicity it is necessary to play records to attract people, and to entertain the waiting audience before show time. Good marches, popular numbers, circus music tend to reduce audience restlessness. Experience has shown us that every effort must be made to have the wagon set up and ready to go at least half an hour before show time. This leeway may not be enough during the first several performances, and we cannot emphasize its importance too strongly. Until the show wagon crew becomes experienced and adept in setting up the "Big Top" there will be many delays, hitches and failures which will consume time and unless allowed for will hinder the show.

6. *Location of Shows and Auditions*

Before the season began, seven locations in seven different neighborhoods were selected. In almost every case these were not close to existing playground facilities. Auditions were held by the dramatic department on the playgrounds, or in the neighborhood schools which are used as dramatic centers during the summer. Personnel were recruited and tested in this manner and eventually organized into four separate shows.

When streets were used as locations, production permission was always secured from the police department, and the streets were barricaded at each end. The barricades carried an explanatory sign; and flares were used on either side as a safety precaution. Needless to say there was not one traffic accident, nor any other mishap, in connection with the show wagon performances.

7. *Scheduled Performances*

Each show ran for two weeks in which time all seven of the areas were covered unless inclement weather caused a cancellation. While one show was in progress the next was being worked on by the dramatics department during the afternoons. In this manner one followed another without any break in the program.

8. *Special Shows and Performances*

The popularity of the show wagon developed to such an extent that several special shows had to be held in other sections of the city. Likewise, the show wagon paid visits to several of our playgrounds as part of their special activities. On several occasions the stage served as a platform for orchestras, special ceremonies and other public affairs. Since summer, the show wagon has been in at least one community parade and probably will be in others as well as see possible use as an advertising medium for Little Theatre productions.

9. *Season's Finale*

This year the summer recreation program finale, or round-up, had a circus theme and the show wagon served as the center "ring" for the Concord Community Circus. The wagon fitted beautifully into this situation and served as a foundation upon which the entire three-ring circus was developed. Much of the talent uncovered by the show wagon activities during the summer took part. Over five thousand people witnessed the pageant and more than a dozen community organizations entered booths on the circus midway.

As this was our first experience with show wagon work we realize that we don't know all the answers and have much to learn. To date we have held four different types of shows: a musical variety show with "A Vacation Across the Nation" as the theme; a one-act comedy; puppet show; playground talent show.

There are a number of other forms of entertainment which would fit in very well with the wagon. We hope to use it in another season for a series of street dances coupled with outdoor movies. Our Little Theatre is hoping to use it at least once for an outdoor production during the coming summer. Several local private dancing schools are also contemplating borrowing it for outdoor entertainments in the neighborhoods in which they are located. Of course this is only scratching the surface, and as time goes along we are sure there will be many more uses and adaptions available.

Peoria, Illinois, Wonder Wagon hauls equipment, converts easily into a stage.

Peoria, Illinois

A light trailer carriage, with a pine floor and hinged sides which fold down to form a stage, is the basis of the Wonder Wagon which was built at a cost of just $270. The multiple-purpose vehicle serves as a stage for movies and shows, a games platform, a basic unit for areas without a playground, and even dons skis for sleigh rides.

Madison's Stagecoach, once a farm wagon.

Show Wagon in Omaha is a compact unit.

Traveling Marionette Show provides entertainment in Norfolk.

Other Community Show Wagons

A few of the many recreation programs on wheels which have been developed throughout the country.

Madison, Wisconsin

THE STAGECOACH, or travel theatre, is used as part of the summer playground program in Madison. A jeep truck carries a cast of from twelve to fifteen boys and girls and furnishes the power to pull the Stagecoach to the various playgrounds where plays are put on.

It was built in one of the high school machine shops from a farm wagon, with a flat bed seven by fourteen feet, equipped with a trailer hitch and mounted on automobile tires. When it is opened up it makes a stage approximately fourteen feet square.

The work was done by teachers and boys enrolled in the machine shop class. The wagon itself cost about $350 and approximately $1,000 was used for supplies and equipment to complete the job. The only other cost is the salary of a man to drive the truck and take charge of setting it up and taking it down at each performance. The directors of the playgrounds assist with this operation after it arrives at the playground; and it takes about ten minutes to put it up and the same amount of time to take it down.

The boys and girls who make up the cast are of junior and senior ages and are part of another summer program. namely, Summer Youth Theatre. There is a director in charge, and the Stagecoach and its activities are part of this summer theatre.

Omaha, Nebraska

A mobile stage unit for the presentation of outdoor talent shows was presented to the children of Omaha by the *World-Herald* Good Fellows Charities, Incorporated. The interest of the *World-Herald* was aroused by the "Playground Follies" which were put on at the end of each playground season with a cast composed of the best talent selected from each. Formerly these shows were put on with just a platform, lights and a public address system. They were so popular that the paper readily saw the need for such a vehicle and also recognized the good will that could be created by such a gift to the children. The name, Show Wagon, was selected through a contest; and the vehicle was turned over to the park and recreation department which agreed to maintain and operate it.

The Show Wagon, which cost in excess of $4,000, is complete in every detail. It is arranged so that one side of what would normally be a van, fifteen feet long and seven feet wide, drops down and becomes a part of the stage. The wagon is mounted on a four-wheel trailer unit which can be fastened to the back of an ordinary truck and moved from playground to playground. It is equipped with its own sound system, a piano and a 5,000 watt generator for use when regular power is not available. There are electrical outlets at strategic locations in the walls and floor for foot lights. The unit is available to community organizations who book it for specific dates.

Norfolk, Virginia

A Traveling Marionette Show, which presented half-hour performances, was one of Norfolk's most popular summer playground attractions last year. A maintenance truck was used to transport the equipment, which included the stage. organ, and portable address system, and also served as the base for the stage during the show.

The stage was designed by the arts and crafts supervisor and constructed from a portion of an old ping pong table with folding legs. The colorful lime backdrop and rose draw-curtains were made of monk's cloth. Scrap materials mostly were used for the marionettes and scenery which were made during the winter at one of the community centers.

The show was well-received by the many audiences who sat on the ground under shade trees during the performances; and it served as an inspiration to other centers which are now planning their own traveling puppet shows.

Richard Kraus

ACROSS-THE-BORDER Jamboree

SINCE THE revival of popular interest in square dancing, many large festivals and jamborees have been held in cities throughout the United States. Houston, St. Louis, Omaha, Chicago, and a number of California cities, have all been host to spectacular events—with dozens of star callers and hundreds of participating clubs and groups.

This surge of square dance enthusiasm has not been limited to the United States, however. Following the visit of then-Princess Elizabeth to this country, and the many published photographs of her square dancing, there has been a definite square dance craze in Great Britain. For a number of years, American occupation forces in Japan have been square dancing, with the result that many Japanese are now swinging their partners and doing the do-si-do! Down under, New Zealanders have caught on too.

To the north, in the provinces of western Canada, there has been a comparable amount of square dance activity, probably influenced by the enthusiasm in Washington and Oregon. But, strangely, there has been very little outward display of interest in this form of recreation in eastern Canada, particularly in the populous Quebec Province. While a number of groups have existed there for years, most of these have danced to records and in small numbers. Little co-educational square dancing has existed in the English-speaking schools of Montreal, and none at all in the French, according to J. G. Lang, director of physical education for boys in the Protestant schools of that city.

So, in June, 1951, when Dr. Stewart Davidson returned to Montreal from Teachers College, Columbia University, where he had obtained his doctor's degree in the field of physical education, he found considerable curiosity about square dancing in the United States. He was, therefore, quickly called upon to conduct instruction sessions for prospective ca'lers. These classes, sponsored by the Greater Montreal Branch of the Canadian Association for Health, Physical Education and Recreation, were held in the Montreal schools, and were extremely well attended.

Emphasizing group learning techniques, he found tremendous interest displayed by teachers and recreation leaders. And, when the series came to a close, everyone was saying, "Let's run a festival!"

Organizing To Do The Job

As they have for many groups that have tackled the same assignment in the United States, a number of vital questions immediately presented themselves to the Canadians:

Should the event be by invitation, or open to the public?

What size attendance may reasonably be expected?

What hall will be available—and what about acoustics?

How can interested groups be reached?

Shall participation be the keynote, or should demonstration and competition be emphasized?

How can the event be widely publicized, if it is decided to make it open to all?

A group of physical educators and recreation leaders soon banded together to solve these problems. Dr. J. B. Kirkpatrick and Miss Winona Wood, both of McGill University, J. G. Lang, Dr. Davidson and others set up a Festival Committee. Davidson was elected chairman. Rapidly, sub-committees were formed to handle the following functions: publicity, sponsors, facilities, program and tickets. Lionel Fournier, former Olympic track star and a community recreation director, was chosen to be in charge of a workshop to be held on the day following the festival.

The sub-committees functioned independently, reporting at regular meetings to the main committee. Chairman Davidson acted as coordinator, arranging meetings and keeping each sub-committee aware of the progress of the others. Many physical education students at McGill were soon drawn into serving on these sub-committees.

Publicity

The people who were working on publicity soon struck pay-dirt—in large quantities. As soon as the date was selected, November 14, the three largest department stores in Montreal cooperated whole-heartedly, arranging window displays to play up the festival. Music stores gave window displays too, and advertised the event over their sponsored radio shows for the week preceding the event. Vari-

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PROFESSOR KRAUS, *author of the book* SQUARE DANCES OF TODAY, *was guest caller and workshop chairman at this first Montreal Square Dance Festival.*

ous recreation organizations that were represented on the planning committee cooperated in the advance ticket sale. Both local and national radio stations agreed to record the festival on tape, and then to re-broadcast it. Throughout, Montreal newspapers carried articles and releases prepared by the publicity committee, including pictures and feature articles prepared by staff writers assigned to the festival and workshop. The possibilities of television and filming were also explored, but technical difficulties prevented them from being carried out.

At the same time, when Flying Officer Frank Lynch, active in Canadian armed forces recreation and a classmate of Stewart Davidson's, heard of the festival, he determined to make use of it. Plans were quickly laid to fly in uniformed men and women from outlying posts to attend both the festival and the leaders' workshop. Their purpose? To gather new materials and ideas, in the area of square dancing, which they might use as a supplement to the athletic programs already established for all ranks at their stations.

Setting Up The Program

Meanwhile, the planning committee found that a number of square dance groups, which had been meeting for years, knew little about other such clubs in the vicinity. Many of them expressed astonishment: "Why we thought we were the only ones square dancing in Montreal!"

Under the direction of J. G. Lang, who was to serve as master of ceremonies for the evening program, a number of these groups prepared demonstrations. They included one young French folk dance group, led by Simone Voyer. Lang also arranged to have a number of the local callers on the program, and for a band to play through the evening, featuring Jean Corrigan, champion French Canadian fiddler. In addition, the author of this article was flown up from New York, to act as featured guest caller at the festival and to conduct the leaders' workshop the next morning.

Bob Wilkinson and Howard Ryan, faculty members of the McGill School of Physical Education, were placed in charge of facilities. Certain problems arose here. The question of concession rights was not fully explored by the committee, resulting in loss of revenue from refreshments. Exemption from the amusement tax was not applied for early enough, resulting in another loss. There was disagreement among committee members concerning the displays that were to be put up, as well as other responsibilities. But, by and large, they worked together extremely well through the weeks preceding the festival.

The Big Event

Friday, November 14, turned out to be a dark and rainy day—a gloomy omen! Committee members gathered early in the Sir Arthur Currie Memorial Gymnasium at McGill. The huge hall, vaster than most armories and with an excellent floor for dancing, had been gaily decorated. The bandstand was garlanded and bedecked with corn shucks, pumpkins and costumed dummies as ornaments. A huge painted sign with details of the program towered over the stand. Acoustics, arranged by the local radio station's technician, were fine. At one end of the floor, empty rows of bleachers waited.

Eight o'clock, the announced beginning time, came and went! Only a few people were scattered about the sides of the hall. How many would attend? Many people had worked long and hard on this event, the first of its kind in eastern Canada's recreation history. For it to prove a dud—a flop—would be heartbreaking.

Then the dancers began to swarm in; some of them dressed in their Sunday best, others in plaid shirts and dungarees. They came in couples, sets and clubs. Most were English speaking, but there were a number of French Canadians too. And, as the callers strutted their stuff, as the demonstration groups performed, they kept coming. Newspaper and magazine writers scurried around, taking notes. Photographers and radio technicians clogged the steps to the bandstand . . . .

At the high point of the evening, the attendance was estimated at between 1,200 and 1,400, far exceeding all expectations!

From a dancing point of view, the program proved not too different from what might be seen south of the border. Most of the dances were fairly simple; many were like traditional New England and Midwestern figures. The majority were called, patter-style, rather than sung. The style of the dancers was not highly polished; most of them skipped throughout the evening and swung wildly. No folk dances or mixers were presented, except those taught by the author. Interestingly enough, three of the younger callers presented dances similar to those from the American Southwest, both in calling style and the pattern of the movements. With the exception of one caller, who had visited the United States recently, they had learned this material from books and records.

Next morning over 150 school teachers, recreation workers and callers attended the leaders' workshop. On the crest of enthusiasm engendered by the success of the festival, they voted unanimously to form a Square Dance Association, to carry on the work that had been begun and help spread square dancing throughout Quebec Province and beyond.

Summing Up

In reviewing the week-end, Dr. Davidson, who is at present Director of Physical Education at Strathcona Academy, Outremont, Quebec, says:

"I feel that our strength lay in the excellent publicity we received, at no cost, . . . The weaknesses lay in the acceptance of responsibilities by individuals who were already overburdened with work and were unable to fulfill the additional tasks imposed by the festival. . . ."

He adds, "As a whole, though, the experience was a tremendous one for us. The radio station, for instance, received so many favorable comments about their broadcast of the festival that they want to air a regular square dance program weekly. Many people came in from distant communities to find out how to build square dancing in their areas; other people are eager to know about future callers' courses. The schools are planning to introduce much more of it on a co-educational basis. Square dancing is on its way in Eastern Canada!"

SQUARE DANCING

WHAT HAVE promoters done to our great American square dance here at home? Have they taken it from the folksy trail and entrenched it on Snob Hill?

Recreation leaders who believe in the fellowship values at one time inherent in the folk and square dance are deeply concerned with the present situation. The latest expressions of this concern may be found in such articles as Ed Durlacher's "Quo Vadis," reprinted in *The Midwest Dancer* for September 1952, in surveys like Don Armstrong's "Let's Pause for Refreshment," in *American Squares* for October 1952, and in admonitions like Pappy Shaw's "Let's relax and dance for fun and not for the Joneses." Durlacher points out how the craze for intricacy—the rash of twisters and mazes—seems bent on destroying the square dance. Armstrong notes with alarm the lack of mixers which he says, in a previous article,* seems prevalent in the western states.

Are square dancers and callers, increasingly infected by a showy commercialism and its unfortunate consequences, going to heed these voices?

The decline of the old mixer and the increase in the new maze concoction, particularly in the west, as noted by Don Armstrong and others, are signs of the snob times. The inevitable rationalizations have come up to explain away the trend, and they would be amusing were it not for their deadly effect on sociability.

Two stock arguments against mixers were repeated in effect in a letter in *American Squares* for November 1952: (1) We stay by ourselves for protection; (2) We don't want to get stuck with somebody all evening. Now, there may be occasional situations where these reasons are genuine, and we are granting the sincerity of the letter writer, but in the overwhelming majority of cases these excuses are merely rationalizations for snobbishness. Let us briefly examine them.

Regarding the "protection" refrain, if a dance is rough, there is no protection staying in one's own set. One will get jostled, stepped on, or kicked by dancers in one's own or adjacent sets. More, the horseplay will send other dancers careening into one another's sets. The immediate solution is to go home and not come back again.

It is, however, in the square dance clubs, where all are supposed to be friends and skilled dancers, that the most extreme exclusiveness is practiced. In some clubs, dancers not only stay in their original sets, but dance on the same spot on the floor, and not one mixer is danced all evening.

The "get stuck" argument has even less ground to stand on. In the first place, no mixer lasts all night, but usually only a few minutes. One changes partners continually in a mixer.

It is a great pleasure, of course, for a skilled dancer to dance with another skilled dancer, especially a good friend, or in a set of skilled dancers. It is also a great pleasure to share one's skills with those less skilled—to help others acquire these skills and enjoy them too. Pleasure, then, is spread. More and more people share the joy of life to be found in the folk and square dance. It is a form of social generosity to mix with others, and to help them get the exhilarating lift out of the folk dance that we have learned to get. On the other hand, it is sheer selfishness to stay with one partner or in one set.

Dancing that is shared in a helpful manner becomes a good-neighbor activity, a mutual enjoyment of fun, and the folk dance is carried on, as it should be, as a recreational means to a fellowship end. That is its original and true function. Sociability comes first, then dancing skill. The very word *folk* means "of the people."

Ideally, to be sure, sociability and skill go together. Skilled dancers in a balanced program have both. Theirs is the joy of a shared art, a truly folk art. And by giving of their skill to others, the level of dancing is raised for all in a sociable manner. Even granting the protection argument for a moment, dancers would protect themselves by teaching others.

It seems that a balanced program would be fifty per cent mixers. One dances with his partner, and in his set if he wishes, half the time, and with others half the time. Of course, individuals and sets may mix more often

* "End of the Good Will Tour," *American Squares* for September 1952.

DR. KATONA *has written other articles for* RECREATION, *including "Let's Have Workshops for Fellowship," Nov. 1951.*

ON THE HOME FRONT

Arthur Katona

if they want, in the scheduled or directed program. In this way one enjoys himself with his neighbors, makes new friends, discovers compatible partners.

For to be "out of the world," to be "in the groove," as our jazz devotees would say, is a glorious release for troubled and untroubled souls. The release is happiest when it is shared. The folk and square dance is a most exhilarating means to this social release. It is a gladsome example of that great humanitarian principle — one finds himself by losing himself.

While the snobbery and intricacy now evident in the American folk and square dance are symptoms of a shoddy, competitive commercialism that plagues this day and age, square dance callers—and from now on I am referring mainly to so-called western callers—must bear a substantial share of the responsibility for it. Too many string along with the tide, making excuses that they must keep up with the times, that they will lose their crowds if they buck the trend, that they must give the public what it wants, and so on. This is the language of advertising promoters, not recreation leaders. Thus callers, who fancy themselves recreation leaders, by their own unwitting admission, are ruining social recreation.

An interesting rationalization used by callers is that mixers are too much extra work. Calling squares, they say, is in itself plenty for a night's stand. This excuse is absurd, for mixers by their very nature are relaxing for both dancers and leader. If callers choose to shirk their social duties, they should quit the business.

By following the frantic fads of the day, callers and dance instructors aid and abet them. Worse, they become a means of instigating them.

The trend is so insidious that in some quarters it is taken for granted. Callers pooh-pooh the cries of critics as alarmist or exaggerated, and at the same time cannot see what is happening under their own noses. Like the case of the caller who spent a discussion period preaching simplicity and then proceeded to teach complicated square dance figures usable only for exhibition sets.

It is interesting, and disconcerting, to note that the merry old mixer, the Circle Two-Step or Paul Jones, probably the best get-acquainted mixer of all, is treated with blasé scorn in the urban areas of the West. But not so in rural areas comparatively untouched by "western" dance influences. I have seen rural folk enjoy the neighborly exchange that is the Circle Two-Step for fifteen minutes and yell for more. To be sure, in some parts of the urban West a type of mixer called Scatter Promenade is being used. But it is called so fast and furiously, like the western hash calls, that the frantic changes allow no time for becoming acquainted.

This article analyzes antisocial trends that are threatening to destroy the American square dance as a folk dance. Recreation leaders and square dance callers who believe in the fellowship values of folk and square dancing should rally together to stem the tide.—A. Katona.

Now we can understand the why of the tremendous turnover in the membership of square dance clubs that Don Armstrong writes about. We can understand why dancers are quitting urban square dance clubs in disgust and going to the country to find the sociability and simplicity they crave. This going to the country is a healthy sign in a diseased situation. If enlarged and continued, it may help bring about a much needed change. Perhaps the sociability of the country will be blended, in time, with the skill of the city.

I heard this from a couple who had attended a western folk and square dance camp: "Never again. We looked forward to a nice vacation there. We wanted to relax, have fun, learn a few dances, and meet congenial people. Instead, we were driven like mad through a lot of complicated stuff we'll never do again. The callers who went there from our part of the country can use only about one-tenth of what was dished out. The crowds where we come from won't stand for that sort of thing."

This couple represents the great majority of plain folk for whom the square dance is traditionally social recreation. It is this large majority. dancers and nondancers, who want sociability and simplicity, which recreation leaders should serve—and not the small minority of glamor boys and girls who race through every new dance number concocted by cash-minded callers.

Let us get back on the folksy trail. Let us be good neighbors and relax and enjoy each other's company. Let us keep the folk and square dance sociable and simple.

A Folk Festival GUIDE

WHEN THE PEOPLE of a community, of a state, of a nation, or of many nations meet together in one place to celebrate with their own native songs and dances in the spirit of pride and enjoyment, we have all the good makings of a folk festival. In informal ways, they can be said to occur in the life of every town—those times when you and your neighbors get together for an evening of singing the old songs, dancing the old dances. But usually these "community sings" and "socials" are alike, one with the other, in that the same favorites make up the evening. It is when you sing or play the music (almost always unwritten, having been handed down generation to generation) and perform the dances that are native to your community, or have been brought into it, that a true festival is begun.

Why a Community Festival?

From the number of reasons why it is worth while for a community to hold a festival, perhaps the best is that it fosters a new respect in the town, neighbor for neighbor. A fair may show the rest of the county what excellent farmers live there. A commercial exhibition may show how keen and forward are the businessmen. But a folk festival brings all together. It is the expression of a community—expression of the people through song and dance and what we shall call plain native spirit. Nothing reaches more directly to the roots of a people than their songs, music, dances, legends and art of all kinds.

Condensed from *The Folk Festival Handbook*, published by The Evening Bulletin Folk Festival Association, *The Evening Bulletin*, Philadelphia, Pennsylvania. (Out of print.)

Planning the Folk Festival

Let us say that the idea of a folk festival has been suggested in your community, discussed, accepted. You are ready to go ahead with your plans. It is, of course, to be an important event and it is to be particularly your community's own.

At the outset it is far preferable to start in a small way with a few dances and songs rather than to reach for the moon. You might be limited in your selection of talent. Plan a festival so it will reflect plainly the spirit of your own townspeople, their lives, cultures and traditions.

SELECTING A CHAIRMAN AND COMMITTEE—There is no need to form a large, cumbersome organization for the presentation of a community festival; but it does need leadership. A requisite for a successful festival is the proper choice of a general chairman.

He should understand the community. Since the chairman is to be the guiding spirit of this and future festivals, he should also be familiar with the purpose of such festivals. The general chairman will have the responsibility of staging the presentation, seeking and selecting the participants, arranging and supervising all details. It goes almost without saying that he must have the respect of the community. Necessary, too, is the ability to bring many types of people together—and to keep them together in harmony. The chairman is the leader; but it's a job for a diplomat, not for a high-pressure dictator who engenders ill-feeling in a project meant to create good will among all.

If the program is an ambitious one, the chairman can appoint separate leaders or committees. Individuals or committees can be selected to look after business and program details. Others may be made responsible for auditorium arrangements, ticket sale and publicity. Each division of the program can be put in charge of one person best acquainted with the particular type of folk expression represented: a person who is active in square dancing would be the proper one to interest other dancers, a fiddler to enlist other fiddlers, and so on.

It should be the business of the general chairman to coordinate the efforts of all. To do this, meetings of the leaders are necessary. The number of meetings depends upon the special problems found in your community. A good plan is to have at least one general meeting held early so that each divisional leader will get the general picture, and another one just before the festival for final instructions.

THE BUDGET AND SPONSORS—One of the reasons that the community festival is a logical activity is because it can be both recreational and inexpensive. Indeed most small festivals are held with little or no expense. If the auditorium or open-air theater is made free to the festival, and no admission is charged, no tickets or programs printed, there is no reason for great expense, since these are the only large items to be taken into consideration. Participants should not be paid. Those who play a part should do so with a feeling that they are making a contribution which is of value to them.

If your festival is to involve expense, the chairman makes out a budget. The next step is to get some responsible individual or group to guarantee such a budget before plans are begun. It should be understood beforehand ex-

actly what financial arrangements are necessary. When a sponsor guarantees funds and expects to be repaid after the ticket sale, every effort is then necessary to see that repayment is made.

It is suggested that wherever possible responsible sponsorship be secured, even when there is little or no expense connected with the festival. A sponsoring committee might be obtained from educational institutions, civic organizations, newspapers, business groups or local chamber of commerce. Another suggestion is to add as well a citizens' sponsoring committee.

The Place and the Time—Spring has always been a natural festival time. The date you choose, however, might be one which is already established as a time of importance in your area. This might be during the harvest season; it might be the date of the founding of the town. Fourth of July, Thanksgiving, or any national or local holiday celebration could well be your festival time.

Most towns and village festivals are contained in one performance an hour or more in length. Larger city and community performances (usually after several years of development) often are spaced over two, three or more days, with programs given in the afternoon and evening.

Tickets—Many of the community festivals are given without charge. If possible, they should be.

When it is necessary to make a charge because of expenses involved, the price of the admission should be nominal. After all, money-making is not the objective of a folk festival—nor should it be.

If there is a ticket sale, it should be started several weeks before the festival date. When a considerable number of tickets are to be sold, a ticket committee may be appointed to include a representative of each group in the program.

Publicity—A folk festival is worth telling people about. The more ambitious program may have a publicity director appointed to do most of the telling. Such a director would make available to the press all details of interest concerning the festival, its program and participants. He may be called upon to explain the significance back of each individual presentation as well as how each single part of the program fits into the folk story of the community.

For practical help in preparing newsstories, your local newspaper editor is the best person to consult. The first publicity release prepared for a large community festival is usually general in tone, stressing the objectives and scope of the program. "Follow" stories may then deal with the individual groups, including background history. Such stories can be prepared not only with the idea of drawing an audience, but of explaining and interpreting the festival, and to help find those who might have a contribution to make to the program.

Such stories go to the leading newspapers, but don't overlook smaller publications, especially those of different language groups if they happen to exist in your community. It is often practical for the publicity director to have a committee made up of a person from each division of the program. The leaders in the separate divisions have the contacts necessary to reach their own people directly.

In addition to newspaper releases, consideration may be given to radio programs and talks before civic and educational groups of all kinds. Stores may cooperate by special window displays. All such activities are under the supervision of the publicity director.

About the Law—If there is a public ticket sale, remember to check with your local authorities on the tax laws—the Collector of Internal Revenue on the federal admissions tax and local officials as to other such taxes as may be imposed. If your festival is to be presented in a hall or theater, it may be necessary to get special entertainment permits or to meet other legal considerations under your local laws. It is best to have someone investigate early and thus save a possible headache at the last minute—such as having the fire marshal declare you have disregarded the maximum seating capacity of a certain auditorium.

Ushers—Again if your planned festival is to be a sizeable one with a large audience, a member of the committee should be given the responsibility of arranging the seating so that there will be a minimum of confusion when the audience arrives. In audioriums with established seating arrangements and a regular staff of ushers, this is a passing matter. Where special seating arrangements are made, as at an outdoor festival, this becomes quite another matter. Seats and rows should be clearly marked, and ushers who understand the arrangement should be detailed to guide the audience.

Program Notes—A worthy souvenir of a memorable festival is the printed program. If possible, notes should be prepared as an explanatory background to the music, songs, dances and other presentations.

Building a Program

As pointed out earlier, the customs, talent and folklore of your community are to give your festival a character of its own. No one comprehensive sample program will serve for any one locality, since the character of the talent will be different in each community.

To build a program, study the types of folk representation and find out about the talent available in your surroundings. Then you are ready to arrange to have such individuals and groups prepared for the festival date.

Talent Hunt—In smaller communities where nearly everyone knows his neighbor, you will be able to plan a program without searching very far, for your festival probably is to be an economical one of very informal nature. In larger towns and cities, a talent hunt poses more of a problem. Become familiar with all the groups in your area which might be represented. Walk and talk festival. Go to the editors of newspapers, to oldsters in the community whose memories may put you on the track of valuable festival material. Schools, too, should be included in the search for talent. Newspaper publicity may also aid in locating individuals and groups who should be represented.

Do make it a point that, wherever there are different types of groups available, all are given the opportunity

to take part.

Folk Music—The general plan puts folk music into two divisions:

1. The rendering of original folk music performed by individuals or by a group, vocal or instrumental or accompanied, to include the songs and music of the Indians, early settlers and later arrivals, as well as the fascinating lore found in sea chanteys, river, canal, lumberjack, mining and cowboy songs, Negro spirituals and work songs. In these presentations, appropriate instruments such as the fiddle, dulcimer, banjo, guitar, harmonica and accordion should be used.

2. The presentation of arranged compositions—choral or instrumental—based on original folk music but which are adaptions or departures from the original form.

Folk Dances—Folk dancing is one of the most popular, colorful and interesting phases of a festival, giving it action and vitality. The general plan also creates two divisions here:

1. Characteristic dances which have been handed down in their traditional forms. Again the accent should be on authenticity. Among the forms included are Indian dances, square dances, singing games, English, Scottish, Irish, Spanish-American, French and other dances performed in early days. And we have the Russian, Italian, Czechoslovakian, Lithuanian, Ukrainian, Chinese, Filipino and other dances more recent to America.

2. The presentation of dances developed from the above basic forms.

Folk Plays—Traditional folk plays or those recently written, utilizing folk materials, may be presented when it is possible to fit them into the program. If such a play is available—short in form and common to your locality—it would be interesting to include it, as this is rather a rare festival event in most communities.

Other Features—Two other features appropriate to a program are handicraft exhibits and the recounting of local legends, folk tales and superstitions.

The *handicraft exhibit* displays craft creations of the groups represented on the festival program or found in the community. This includes sculpture, wood and metal work, woven blankets, quilts, rugs, bead-work, pottery, woodcarving, paintings dealing with folk themes, and other arts and crafts of the folk. This is arranged as a separate part of the festival, the display adding much to the "atmosphere" of the stage presentations. Demonstrations of weaving, spinning, pottery-making and other creative efforts also may be included.

The *legends, folk tales and superstitions* are something "different" when part of a program and, like folk plays, should be common to your locality.

Know your community—learn about it—and then build your program.

Presentation

Group Rehearsals — After the chairman knows what is to be included on the program, attention can be given to the actual presentation. If the program includes a variety of groups, now is the time to plan their efforts so that there will not be too many songs together, or too many dances following each other. The longer the program, the greater the need for attention to variety. Consider your audience and prepare for them by planning as smooth-running a festival as you can.

Timing is another important consideration when the program is to extend for an hour or more. It is hard for some groups to realize that if the programs are continued all through the afternoon or evening, the audience grows tired. If your program is to run more than an hour, a definite time limit should be given to each group or individual early so that the various parts of the program can be fitted correctly within the performance schedule. This is difficult to do unless all groups cooperate by rehearsing to the time allotted in advance. If one or two participating groups take too much time, the whole program is thrown out of balance.

Costumes—In presentations where special costumes are used, leaders should see that they are either originals or faithful reproductions.

Scenery—Little scenery is necessary. A single background of a neutral nature will suffice. It is not customary to mount folk festivals with elaborate stage sets or to present each folk group with a special effect. The stage is most simply planned so as to present, through one setting, a surrounding which will complement all types of groups.

Dress Rehearsal—If possible, a full dress rehearsal of the festival program should be held shortly before the actual performance. This will give the director a golden opportunity to smooth the timing of all the various groups, to acquaint all the participants at first hand with their part in the proceedings and with the stage arrangements.

On Stage—When perhaps a dozen or more groups participate, a smoother presentation is assured if a stage manager is behind the scenes with a production schedule in hand to see that the proper group takes the stage at the proper time—and with the right properties.

In many festivals, one group follows another to the stage platform or floor where the performances are to be given. Another method is to have all the participants brought together and seated on the stage before the program begins. They are seated on chairs in rows arranged on "riser" strips so that a background of festival folk is on view during the whole program. Unless there is a space limitation, this latter method seems to offer the best plan. Time is saved because participants are near the place where they are to perform and each one does not have to make a separate entrance. In this way, all participants are a part of the program all during the performances, which adds both color and order.

The Festival Is On—Your audience is seated. On the stage, or waiting in the wings off the platform, your folk musicians, singers and dancers are ready. Backstage assistants stand by their jobs. This is a moment for which many people have been working during weeks of time. Yet this moment is not a tense one, as it is before the curtain goes up on a new play. For this is a festive occasion. It is a moment for the people to make merry, to dance and sing their songs as their fathers did and their forefathers before them. Here in our free country is again being played our part as preservers and guardians of the traditional heritages of many lands.

The outdoor stage depicts an authentic Arabian castle with its domed roofs and minarets.

DESERT PEOPLE WEAVE A MAGIC SPELL

Lenelle Marsh Kanthack

A Spring Festival

The Caliph, in all his splendor, looked out over the crowd milling before him. This is where he belonged. These were his people. He thought of the great desert with her heat and sand dunes; her date trees with their tall pillar-like trunks, topped with graceful fronds which brought forth such names as Mecca, Caleb and the Garden of Allah. It seemed to the settlers and visitors that some magic carpet had whisked them half-way around the world into a bit of oriental East, for this was not Arabia, but the little desert town of Indio, California.

His thoughts flashed back to the beginning of date culture in America, nearly fifty years ago, when the Department of Agriculture imported trees from North Africa, Persia and Arabia. Since it was ideally suited, an experimental station and date garden was established in Mecca. The dates thrived and the first festival was held in 1922. Today there are several thousand acres in dates, and Choachella Valley has become the date raising center of America.

The crowd before the Caliph was swelling. Men, women and children dressed in Arabian costumes of blue, yellow, red, green and gold mingled with those in regular attire. Many had taken their seats—entire families from the baby in arms to grandmother and even great-grandfather. Some pushed through carrying handfuls of pungent smelling hot dogs. The barkers from the booths along the midway called out their wares, pigs squealed and cows mooed from their headquarters where they were bedded for the night, because this was the Riverside County Fair and Date Festival.

Thousands of people waited for the Arabian Nights Pageant to begin, jammed the seats and overflowed onto the lawn. The fabulous outdoor stage depicted an authentic Arabian cast'e and the street before it. According to Moslem tradition, the minarets denote the portion occupied by the Caliph, while the domed roof identifies the servants quarters. Flanking the stage was a realistic Arabian market scene.

The pageant was an outgrowth of something that had been trying to express itself since the valley was first settled and the date trees planted. The Caliph recalled the first pageant held in 1948—of how they worked to arouse interest through an extensive publicity program. Each issue of the newspapers carried write-ups on activities of the various committees and their needs. Talks were made before clubs and other gatherings. Personal appeals were made in the high school for boys and girls to come to the tryouts. It was advertised extensively that here was an excellent opportunity to receive expert instruction from the talented dance director. The idea finally took hold and it has become something for the high school students, as well as older people, to vie for.

Every year, stories are written on some tale of the "One Hundred and One Nights" and submitted to the local pageant committee in August. Each one must have a Caliph, a genie and a magic lamp. These are the basic elements around which the story must be built—a simple story where right always prevails. With beautiful costuming and exotic lighting they weave a spell that takes everyone back to the days when he dreamed of being a prince and rescuing the lady of his heart. That is where the fascination of this pageant lies. It is the reason why many people find themselves weeping and cannot tell why.

The story chosen by the committee is broken into scenes, the pantomime worked out, and suitable music written and selected by the dance and music directors. The cast, soloist and dancers are chosen from the tryouts that take place in October. The dance rehearsals

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LENELLE M. KANTHACK, *whose main hobby is writing, has had her stories and articles published in many magazines.*

begin in November. Combined rehearsals are commenced some time late in January and the pageant is presented in February.

The costumes are designed by local artists and are made in the sewing rooms at the rear of the stage and dressing rooms. The material is purchased through local stores and seamstresses make them according to the designs.

A few weeks before the performance, Queen Scheherazade is chosen from contestants in the eleven high schools in Riverside County High School District. The winners are sent to Indio and, on the first day of the fair, competent judges from outside the area choose the queen. The others are members of her court. They reign over the fair and have a small part in the pageant each night, which brings out the people from the communities they represent.

The Caliph thought of the job of putting on the pageant. The greatest problem had been to find the general chairman. He or she must be capable, dependable and full of understanding

The simple story must always include a beautiful princess who will be rescued.

for his fellowman. One who will recognize what working under tension means and will control, but at the same time make allowance for, human differences. This is no easy matter since there are over one hundred members in the cast. He remembered, for only an instant, some of the other problems—of the time the organist, who had rehearsed for all the special numbers, was suddenly taken ill three hours before dress rehearsal, and of the time that the flash powder, to be used for the appearance of the genie, failed to work, and many other memorable quirks.

He smiled now when he thought of the hours of rehearsal and how, as each pageant came to an end, the cast realized they had had fun and delightful association. They would miss it!

But this is the present. The pageant is about to begin. The Caliph turned to look at the cast assembled, waiting for the curtain. The transformation from everyday people is little short of miraculous. The awkward teen-age boys in levis, the meat cutter at the local market, the optometrist, the rancher who raises carrots, a judge of Mecca Township, the owner of an insurance agency and the secretary of the chamber of commerce, who is the lordly Caliph himself — all transformed after days of rehearsal into characters of the East.

Nowhere can you find a better example of community spirit. Here, ranchers and their wives, business men and women, service station operators, school teachers, boys and girls, young and old alike, labor in love to make possible this community project, the Arabian Nights Pageant.

A Trip to Mexico

A PARTY given at Oregon State College, Corvallis, for 150 members of Associated Women Students.

Passport to Mexico: As each guest arrived she was given a name tag (eight different colored tags were used) and a passport slip which had to be autographed by specified types of people before she could go into the next large room for a "tour through Mexico." Autographs required were of an East coast member of the group, of the shortest person in the room, of a new A.W.S. officer, of a blond, of someone who had already been to Mexico, and so on for fifteen items.

Bean Guess: Two jars of beans were on display. There was a place on the passport for recording guesses; and a prize was presented during refreshment time (can of baked beans) for guest who guessed nearest to the correct number of beans.

Crossing The Border: Leaving their passports behind to be checked and filed, the guests went into an adjoining room where they formed a large single circle for several rounds of "Ack Ja," a German folk dance.

Games in Various Cities (progressive games): Eight tour leaders, wearing arm-bands corresponding to the colors of the name tags, led their groups in "choo-choo" formation to their proper cities (designated by colored signs posted on the walls such as *Mexico, City*, and so forth). Here they were met by the "city mayor" and introductions were performed, after which the tour leader and mayors taught the groups their assigned games. Groups rotated to the next city every five and a half minutes. Games were:

1. *Travel to Guatamala* and *Buzz.*
2. *Pass the Shoe* and *Three-Deep.*
3. *Does She Cackle?* and *Poor Pussy.*
4. *Balloon Relay* and *Raisin and Toothpick Relay.*
5. *Nose Bag Dramatics.*
6. *Travel to Duluth* and *The Prince of Wales.*
7. *Stunts.* Partners' wrists were tied together with string which they tried to get off without untying, and "Kerchief Knot-tie."

La Raspa: All players rejoined in a circle and danced "La Raspa," a Mexican folk dance, for four minutes.

Break The Pinata: Winners of the passport autographing game were blindfolded and given first chances to break the pinata.

Refreshments: Guests returned to first room where cheese bits and coffee or fruit-ade were served.

(Most of the games used for this party may be found in E. O. Harbin's *The Fun Encyclopedia* and in many other games collections.)

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Send us a description of YOUR successful party or games activities. See "Editorially Speaking" on page 577 of this issue.

COMMUNITY-WIDE CELEBRATIONS

Alfred Stern

Theme Center of Detroit's 250th Birthday Festival was located in the downtown area. Free entertainment was presented for twenty-four nights.

THEATRICAL TECHNIQUES are playing an ever-increasing constructive role in American community life. When properly conceived, produced and presented such activities invariably result in sociological and economic benefits to the sponsoring community, organizations and/or industries.

Whether a historic anniversary or an annual festival, all major community celebrations, because of their very nature, gather together people from every walk of life; often those who previously had no occasion to meet are now working together toward a common objective. Such experiences afford an opportunity for these individuals and groups to understand and appreciate each other's point of view and obviously tend to build for a better, more integrated community life.

Detroit's Automotive Golden Jubilee in 1946 serves as a fine example. This celebration, largely financed by the community-minded automotive industry, marked the sesquicentennial of Detroit and the 50th anniversary of the automobile. From the civic standpoint Detroit had been the scene of much racial unrest, anti-Negro riots which shocked the nation and the city's administration. As a prime objective the committees concerned with the celebration determined to combat this deplorable condition. As a device they chose to produce a huge historic spectacle especially written for the occasion and entitled "Song of Our City." Some nine hundred local actors, singers and dancers participated in three jam-packed performances in Detroit's Olympia Arena, where close to sixty thousand persons saw and heard the story of their own community and the people who built it. Detroit's history was related not alone in terms of great men and stirring events, but more particularly, the day to day contributions of the many and varied nationality and racial groups which together built the community. For the first time in the history of the city, white and Negro choirs sang together. Because of the war, the splendid voices of Detroit's German singing societies had not been heard in public for several years, but in "Song of Our City" these Americans of German extraction once more rejoined the community and, incidentally, were greeted by an ovation. Hamtramck, a suburb of Detroit, with perhaps the largest Polish population in the United States, had been the scene of bitter disputes between Polish factions. "Song of Our City" persuaded these groups to get together and their differences were soon forgotten in a brilliant swirl of boots and elaborately

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MR. STERN *has produced many community, institutional and industrial projects. He directed Detroit's yearlong festival and "The Maine Event."*

embroidered skirts as in a single unit they presented a series of robust and delightful folk dances. The United Automobile Workers Union and the glee clubs of many individual industries participated and there were scores of instances of individuals and community organizations, normally with little or no contact among each other, working in happy, creative harmony.

A week later, as the culmination of Detroit's Automotive Golden Jubilee, massed choirs from the city's churches and temples, totalling some five thousand voices, assembled in Briggs Stadium for a special Sunday service and concert. The star soloist was Lauritz Melchior and the great Negro choral groups were featured. An audience of fifty-eight thousand heard speaker of the day, Trygve Lie, then Secretary General of United Nations, who declared in essence that events of this nature produce united communities and inevitably united communities must result in united nations. Thus those who participated and those who witnessed were, through essentially theatrical techniques, motivated to act for the mutual benefit of all.

In Pennsylvania, Reading's year-long Bicentennial in 1948 is another case in point. Predominately a rather drab industrial city, Reading was founded a little more than two centuries ago by the two sons of William Penn, Thomas and Richard. Its Quaker origin, the coming of the Mennonites, Amish, Dunkards and Moravians, the Pennsylvania Germans or "Dutch" as they are popularly miscalled, gave early Reading a particularly rich heritage in folklore and folk arts which were preserved only in the local historic society, a handful of private collections and between the covers of books, or debased and commercialized in the form of badly designed, mass produced souvenirs. Those in charge of the celebration, while paying appropriate attention to the community's contemporary industrial enterprise, determined to revive the picturesque customs and crafts throughout the Bicentennial year. Pageants, parades, street decorations, special events, window displays, exhibits and even private social functions all reflected the colorful traditions of the community. A further note of contemporary international significance was added by the arrival of the Lord Mayor of Reading, England and his bewigged Town Council, who as special guests of the Bicentennial Committee convened in joint session with the Mayor and City Council of Reading, Pennsylvania. Here again a united community worked together to create a renaissance of their best traditions and, as a natural by-product, achieve national publicity and all the attendant benefits.

In 1949, Winston-Salem, North Carolina, celebrated the 100th anniversary of the birth of Forsyth County. The community produced a historic spectacle entitled "A Lantern in the Pines" which, in terms of drama, music and dance, related the story of the development of that area. Film star Kathryn Grayson, a local girl who made good, was induced to return as the leading lady, but of far greater importance was the participation of more than six hundred local citizens. Working together on a voluntary basis, the cast included several organized choral groups, the city's department of recreation teen-age and adult square dance groups, massed bands from the VFW, American Legion and five high schools. Little theatre members and several Negro actors served as principals. Here again a happy precedent was established when the Negro school band appeared with the others for the first time in the history of this southern tobacco capital. It is of significance to note that, on the evening of the presentation, Winston-Salem's Bowman Gray Stadium drew a capacity crowd of twelve thousand, more than four times as many people as Bob Hope played to in the same arena two weeks earlier.

Among other outstanding events of this type are Detroit's year-long Birthday Festival, 1951; The Maine Event, 1952; North Carolina's "The Lost Colony"—a pageant drama produced annually; and many others.

Folk Dances Featured

The Nineteenth Annual National Folk Festival will be held in St. Louis, Missouri, April 8-11. This year, as part of the observance of the Louisiana Purchase Sesquicentennial, states in the area of the original purchase will be especially featured.

The objectives of this national festival, which is sponsored by the *St. Louis Globe-Democrat*, are:

To encourage the use of folk songs, music dances, legends and other lore through folk festivals and other activities to help meet present day recreational needs for both urban and country folks.

To help preserve and keep flourishing the traditional expressions which reflect life as it has been lived, in the United States, and in the other countries from which our people have come.

To utilize the wealth of inherited cultural legacies which have poured into our country in such a way as to create better understanding and stronger unity of the people of our country.

To help develop a more genuine appreciation of the fundamental cultures of our world neighbors by showing, through demonstrations, the universal similarities of the deeply-rooted, diverse folk traditions of our people of diverse cultural backgrounds.

Plans and information about this event are available from the director, Sarah Gertrude Knott, National Folk Festival, *St. Louis Globe-Democrat*, 1133 Franklin Avenue, St. Louis 1.

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Tampa, Florida, will be the setting for the First Annual Statewide Florida Square and Folk Dance Festival on April 11. Sponsored by the Florida Square and Folk Dance Callers and Teachers Association and the City of Tampa Recreation Department, this festival will feature nationally known callers Fred and Mary Collette, Don Armstrong, Jimmy Clossin, and Ed Durlacher. For further information, write Don Armstrong, Festival Committee Chairman, Recreation Center, 214 N. Boulevard, Tampa.

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Square dancing will also be one of the principal features on the program of the Sixteenth Annual American and Canadian Sportsmen's Vacation and Boat Show in Cleveland, March 20-29.

Notes from a talk given by Mrs. Nicoletta Urciuoli at a State Conference of the New York State Public Recreation Society.

A Playground Pageant

SPECIAL EVENTS are always an important part of any recreation program —they enrich it, give it a goal, and are a wonderful publicity medium. A natural outgrowth of the everyday program, a project which correlates all the dance and drama activities, is a pageant. The "Land of Make Believe" opens magic doors to all—and all love an opportunity for rhythmic response.

A wide choice of material is available; however, the most popular themes are familiar fairy tales, Mother Goose stories, or historical events.

After the choice of pageant is made, committees should be set up by the director with designated groups responsible for costumes, properties, stage sets, music, lighting, make-up, and so on. It is important to have detailed work and cue sheets for all committees and frequent meetings so that each one is familiar with the pageant as a whole. The costume committee should design appropriate costumes and prepare samples, if possible; but the bulk of costumes should be made by children on each playground with the help of recreation leaders, parents, or other interested volunteers. Stage sets and props should be the responsibility of the handcraft supervisor and committee. Again many of the small props and decorations can be made with the help of playground participants. Meetings with the director of the orchestra or accompanist are necessary to outline the theme music for the pageant and cues and music for the various groups and scenes. Details on any special make-up should be cleared with the make-up director.

Use special interest groups in your pageant and give assignments to individual staff members for the responsibility of games, dances, songs or any other activities to be included. Through the daily story hour, skits and pantomimes produced on individual playgrounds, and the daily dance sessions, much interest and talent can be stimulated for the event. Every child who is interested should be given an opportunity to "be in the big show." In working with children whose voices are not strong, pantomime should be done to correlate with a narrative read by an adult or child with a good voice.

A central meeting place for rehearsals is necessary and the narrator should be in attendance. After being told the story of the pageant and just where their group will fit in, each unit can be rehearsed separately, but one dress rehearsal with all the groups should be planned. Arrangements for transportation should be made both for the dress rehearsal and the performance; and a recreation leader should accompany each group. Each leader should have a carefully planned work sheet with direct, clear, instructions giving the time and place for the dress rehearsal and pageant; instructions on the place and the order in which the group should be awaiting the entrance call; and which entrance and exit they should use.

On the night of the pageant the groups should arrive in costume and each recreation leader should be responsible for the make-up of his group. Dressing room facilities and make-up rooms should be made available for the main characters, if possible. It is most important to have assistants who are thoroughly familiar with the pageant to man the entrances and exits to keep them clear, and to see that the groups and main characters are in their proper places and ready to make their entrance at the proper time. If possible, reserve a place in the audience where groups who have finished their parts can go to watch the remainder of the performance.

It is possible to include as many as three hundred children in a pageant of this kind if the director, committees, and activity supervisors plan, co-ordinate, and *work together.*

One thing to keep in mind is that your performance must be well done. No one is happy about a slipshod performance—least of all the participants.

MRS. NICOLETTA URCIUOLI *is the superintendent of recreation at Syracuse.*

An Indian pageant, produced by the Chicago Park District. Drama flourishes in all of the department's field houses.

ne-fourth of the wardrobe section of the Oakland, California, creation department, with chief costumer, Mrs. Hettie Wollen.

Easter pageant put on by the department of recreation in Oak Ridge, Tennessee. Note original and effective scenery.

Whole families come, the dog, too, to the wooded outdoor theatre maintained by the Richmond, Virginia, department.

Scene from *Ely Acres Home*, acted by the Town Park Players in Charlotte, N. C. Sponsored by park and recreation commission.

A Hawaiian dance is one of the acts in a production by the Jefferson County Playground and Recreation Board.

Old Pipes and the Dryad as presented by young Richmond, Virginia, actors in the perfect setting of Dogwood Dell.

Rehearsing the play, *Queen Esther*, is drama outlet for golden-agers in Milwaukee. Members of group made their own costumes.

Community Drama Marches On

The drama section of the community recreation program is an important one. Not only does it give satisfaction to all those would be actors, provide fun and excitement—and, for large groups—a means of creative expression, cooperative activity and adventure, but it can be one of the best means of advertising, and promoting interest in the recreation department. Furthermore, well chosen dramatic material can go far toward building positive community attitudes. It follows, therefore, that this part of the program calls for a clear-eyed and fearless planner!

Three elves are ready to "go on," to take care of their share of mischief in a Long Beach, California, pageant.

A chorus line that vies with the Rockettes. Local "show girls" complete the finishing touches for a summer performance in Seattle.

WE POOL OUR EFFORTS

IN MANY COMMUNITIES in our country the citizens are aware that wholesome recreation for children builds strength for living. In these communities the closing of the school day and of the school year heralds the opening of doors to many opportunities for children of all ages. The citizens in these communities have joined forces and pooled resources to meet the recreation needs of children. Community-wide planning has made possible a continuous year-round program of leisure time activities for all.

In 1946 a city-wide recreation program was put in operation in Hammond, Indiana, under a newly organized plan. In the past, some recreation had been offered but there was much to be desired in the way of a thoroughly coordinated program utilizing all school and park facilities. Little had been done to bring into the total picture many other organized groups and agencies which operated more or less as individual units. Formation of the recreation commission set in motion what today offers Hammond children a wide range of recreational opportunity.

Recreation School for Small Children

One important part of the summer program is the recreation school designed for small children. This program is carried on at fifteen school sites which afford close proximity to the home from which the smaller children come. Teachers from the regular school staff are employed and carry on activities in games, arts, crafts, dramatics, music, excursions, and other interesting things. Attendance is entirely voluntary. A very small charge is made to provide materials for the program. In addition to being a fine program for children it has proved to be excellent in-service training for teachers. It stimulates that invaluable teaching technique of getting children to learn through voluntary participation, because they want to learn. This program continues for six weeks, from nine to twelve noon each day, and is supervised by one of our elementary school principals.

One needs only to observe the children as they set out in chartered buses for a trip to the farm, the zoo, or a museum to sense their enthusiasm for the recreation school. The plays they plan and give, the exhibits of art and craft products, and the gusto with which they sing are excellent testimony of their genuine interest.

The real test of the program is the

Arts and crafts develop appreciation and skill. Above, the boys and girls of Columbus, Ohio, are making heads of papier maché.

MR. THORSEN *is chairman of the Recreation Commission in Hammond, Ind.*

The recreation program provided for children in Hammond, Indiana, illustrates the variety of agencies serving children in a community, and points up how a pooling of effort to meet local needs may lead to the creation of a public recreation department.

FOR CHILDREN

M. H. Thorsen

reaction of parents. Their wholehearted support and cooperation indicates that they believe the recreation school meets a real community need.

The Park Program for Older Children

The program in the parks is one of similar variety for older children. Croquet, horseshoes, ping-pong, little theater, crafts, and athletics are some of the activities sponsored. There is a complete baseball program for boys in the eight to twelve and thirteen to sixteen age groups. Leagues are formed and the several service clubs help finance and support the small boys' baseball program. The Legion Posts aid the teen-age group. The program is so organized that high school boys are able to continue playing baseball after the school season closes in June.

Interested parents usually manage the small boys' baseball teams, thus adding tremendous interest and support to the total program. The number of adults who come out to watch the boys play causes one to wonder whether the boys or their fathers are more enthusiastic about the leagues.

The park program operates from noon to 8:00 P.M. Most of the summertime activity leaders are selected from among the teachers, coaches, and college students. The director is given authority to select his personnel on the basis of merit. The recreation commission passed a resolution that the recreation program is to be free of politics. Heads of other governmental units in the city have given fine cooperation in this.

Other Centers Included in Program

The nucleus of the total program centers about the Civic Center, a large community building with a big gymnasium, swimming pool, several game and hobby rooms, and the recreation department offices. Here the department cooperates with many community groups in helping promote such activities as industrial and church league basketball, instrumental music and choral groups, high school basketball games and tournaments, school music festivals, school safety patrol parties, hobby clubs, instruction in arts and crafts, square dancing, social dancing, teen-age "soc-hops," and other youth and adult activities.

An excellent swimming program is offered in the Civic Center for all age groups. Swimming instruction is given by an American Red Cross trained instructor. Plans are in process to construct three additional pools, in other parts of the city, which will allow expansion of the swimming program.

School gymnasiums throughout the city are scheduled by the recreation director for various local community activities through the winter months. Many of these activities are similar to those held at the Civic Center. For example, in one particular school the recreation department and the Optimist Club carry on an excellent activity program for boys. This is supervised by two teachers in that school who know the boys. A great variety of wholesome activities are provided. The principal cooperates by coordinating his school's intramural program with these activities. At the same school, a PTA sponsors an activity called the "Stugen" for junior high students, in which boys and girls hold square dances and other fun activities. A similar program is conducted in another outlying school area with the support of interested parents.

Hammond Fresh Air Camp

One very fine project that ties in with the over-all set up is the Hammond Fresh Air Camp. This project gives special attention to those children from homes with decidedly limited means. We might say underprivileged children, but that phrase has a broad connotation and often may apply to children from homes *with* means. Children are selected from the public and parochial schools by the nurses, principals, teachers, and the child welfare department. These children are given a two-week outing at Camp Okalona on a lake in a beautifully wooded area in northern Indiana. There they are given good food and many experiences in working and playing together. They are taught self-reliance and responsibility in caring for their own cabins and mess halls. They are given opportunity for a well-supervised program of games, swimming, boating, arts, crafts, and music. Emphasis is placed upon spiritual values, in non-sectarian activities. This program is financed by the Community Chest. Facilities and trained personnel are provided by the Brooks House of Christian Service which conducts its own summer-long camping program

simultaneously.

The children are selected before the school year ends. Before the camping period begins a staff member of the school attendance and child welfare department visits every home and acquaints parents and children with the purpose of the camping project and discusses what things each child should take to camp. Its excellent school public relations value carries over into the regular school year, shaping wholesome attitudes toward school and school attendance. It's a wonderful experience to see these children as they return from camp with rosy cheeks, filled out bodies, and the sparkle of health in their eyes.

Other Cooperating Groups

One of the finest organizations in the city is the Brooks House of Christian Service. Located in a community representing many nationalities, creeds, and races, it offers an excellent program of informal education and recreational activities. Opportunities in a variety of hobby clubs for all ages and all types of athletics are offered. Services to individuals in the form of counseling, library reading, and game room activities are available. A nursery school is conducted to help working mothers. A community service, based on the town hall principle, provides many groups with the privilege of holding meetings and discussing current topics in a true democratic spirit. Religious activities are conducted for all who wish to participate. Brooks House conducts its own summer camp which is staffed with trained personnel and in which the children earn their way. Perhaps the finest part of this total program is that all is achieved through volunteer participation. City authorities praise it highly, for delinquent conduct is at a minimum in the community.

Recreational facilities are also made available to the Boy Scouts and Girl Scouts. Many of these groups hold their meetings in the several schools and the Civic Center. Through the cooperation of the recreation department, the Girl Scout organization has been given rooms in the Civic Center as headquarters with access to recreation facilities there. Both of these organizations conduct their separate summer camps for a summer program. Also, day camping experiences are provided in the Hammond parks for the Cub Scouts and Brownies.

In addition to the varied program available through the recreation department, and other agencies already mentioned, many of the forty-five churches in the city provide recreational opportunities for their young people. Game rooms, social groups, vacation schools, and similar programs are carried on.

How It Began

To develop this project necessitated much effort in planning, organizing, and cooperating. In April of 1942 the PTA Council called a meeting of all local PTA presidents and school principals for the purpose of encouraging a thorough recreation program for this city of ninety thousand population. The nation was mobilizing for a second world war and there was great concern for the educational and recreational opportunities for our children and youth.

History has taught us that during and following a war there has always been an increase in delinquent conduct. We were anxious to offer youngsters opportunity for wholesome activity to counteract this tendency. However, a good recreation program is in reality much more than prevention of delinquency. It is an educational program and part of wholesome community living. No community can evade caring for its young people and still make progress.

To establish a city-wide recreation program demands complete cooperation of all community groups, professional and lay. In this case a committee was formed by the PTA Council and the school principals to contact the mayor. The mayor in turn appointed a committee which gave representative support from labor, schools, churches, service clubs, merchants, and industrial groups. The local chamber of commerce lent support to the project. This organization became known as the Central Committee on Recreation.

The first step was the gathering of information from other cities on the organization of a recreation program. Many valuable suggestions and ideas were gleaned from visits to, and literature from, such cities as Decatur, Illinois, Madison and Milwaukee, Wisconsin, Fort Wayne, Indiana, and other Midwest cities. Only those ideas which lent themselves best to our local situation were considered. It was agreed that all facilities should be utilized, which meant that school and park facilities should be put to use in a coordinated plan. This resulted in soliciting the cooperation of the park board, school board, and the city council. In 1945 the state legislature passed a law permitting the school board to levy a two- to ten-cent tax to join with other governmental units in providing more recreational facilities. This legislation was timely and removed the question of any legal barrier.

From this background, a governing board—a city recreation commission—of five members was formed. A member of the school board, a member of the park board, a member of the city council, and two lay members make up the present five-member commission. This commission functions in an advisory and policy making capacity.

The first important duty of the commission was to select a competent recreation director. We were careful to select a person who was trained for and experienced in recreation work both in schools and in parks. The director is employed and paid jointly by the park board and school board, each of whom levy a tax and appropriate money to support the recreation program. By well-planned and careful expenditure these appropriations provide an excellent program.

The quality of any recreation program is in direct proportion to the quality of leadership and personnel responsible. In this respect Hammond has been fortunate. The complete cooperation of our superintendent of schools has made an invaluable contribution to the success of our program. Men with a sincere civic spirit serving on the two boards have given stability to the project and encouraged public confidence.

Reprinted from *Childhood Education*, May 1952, through courtesy of Association for Childhood Education International.

The 35th National Recreation Congress will visit another historical site.

"....and the pursuit of Happiness"

Independence Hall, Philadelphia, where the Declaration of Independence and the Constitution of United States were born.

PHILADELPHIA, where some interesting words about the pursuit of happiness were written 177 years ago, is preparing to hear some more interesting words about the pursuit of happiness when the 35th National Recreation Congress convenes there September 28.

Suggestions for the Philadelphia Congress began coming in almost as soon as the Seattle Congress closed. Advisory committees are being formed, topics are being studied and ideas are being sought wherever they may be found.

A questionnaire was sent to all delegates to the Seattle Congress and the response has been exceptionally good. The comments of the delegates at Seattle will prove helpful in working out the final program plans for Philadelphia.

The Recreation Congress Committee will welcome suggestions from all who will send them to T. E. Rivers, Secretary, Recreation Congress Committee, 315 Fourth Avenue, New York 10, New York. The Committee is especially anxious to know what topics should be included on the Philadelphia program, the names of outstanding speakers who should be invited to address the Congress, and the names of recreation leaders in public and private agencies who can make contributions to the section meetings. Ideas with reference to special program features are always welcome. The Congress is by nature a thoroughly cooperative venture and every effort is made to try to make it the kind of meeting which will be of real and lasting value to all who attend.

Of unusual interest to the Recreation Congress Committee was the response to that part of the questionnaire which dealt with expenses at the Congress. The Committee has studied the matter of expenses a number of times, most recently in 1947 and before that in 1940. In 1940, 61 per cent of those who answered the question reported that at least some of the expenses relative to attending the Congress were paid by the department or agency sending the delegate and 34 per cent reported reimbursement of all expenses.

In 1947, 78 per cent reported reimbursement in whole or in part for expenses of executives, 30 per cent for expenses of other members of the staff, and almost 27 per cent for expenses of board members.

In 1952, 85 per cent reported some reimbursement, with 53 per cent reporting 100 per cent. Almost 77 per cent of the delegates answering the question reported receiving more than half of their expenses and 66 per cent reported receiving three-fourths or more.

In an earlier study of this question, several ways were listed for handling costs of attending the congresses when the agency or department did not include such an item in the budget or when the amount included was not sufficient. Among these were: getting assistance from interested citizens, drawing on special funds, putting on a benefit program of some kind and using the proceeds for this purpose.

In some cities the professional workers themselves have financed one or more representatives' attendance.

Make a note now of the dates—September 28—October 2, 1953—and begin making plans to attend! Plan to bring one or more members of your board. And remember, too, that wives are always welcome.

Skyline seen from terrace of Museum of Art. Benjamin Franklin Parkway ahead ushers motorists to heart of the city.

Each summer, youngsters—like these waiting for the Camp Dearborn, Michigan, bus—spend happy hours at day camp.

Signposts

IN RECENT years there has been a definite trend toward increased summer programming in Jewish community centers. There have been more activities organized and a greater attempt made to serve all age groups. Obviously, this is a very desirable development since the community center is primarily a leisure-time agency and should offer maximum program when the membership is most free to participate.

Determine Program Emphasis

Along with this trend there has been an almost automatic tendency to label every summer program provided for children a *Day Camp*. This has led to considerable confusion and misinterpretation, both for the membership and for the functioning of the professional workers. In order to develop a more orderly and consistent framework for summer programming, serious consideration should be given to defining the various types of programs which may be offered and to setting limitations upon the use of titles related to these programs.

The title of an activity does not necessarily indicate the quality of the experience or its value to the participants. Almost every activity in the center can and should be operated on the basis of sound educational and group work procedures. Most activities lend themselves to creative expression by the children involved. In every instance, it is important that the leaders be trained and able to understand the psychology of children and to work with them in an informal and constructive manner. The following are the suggested titles and definitions for summer activities which might be used in community centers.

MR. BONDER, *formerly camp consultant for the National Jewish Welfare Board, is now the supervisor of the Youth Adult Services Division and the director of Camp Wise, Jewish Community Centers of Cleveland, Ohio.*

The Summer Center

The *Summer Center* program may consist of a variety of groups, primarily the individual interest type such as crafts, dramatics, dancing, games, swimming, and so on. Such groups are operated independently of each other with no attempt to organize an over-all or integrated pattern or framework for the activities. Children may enroll in any number of groups depending upon the number of activities available and the amount of time the child devotes to the program.

Such activities may be scheduled in a variety of ways. They may be concentrated in morning periods or in afternoon sessions. Some activities may be offered daily; others once, twice or three times a week. The summer center program may take advantage of facilities and leadership under whatever conditions they may be available. It does not necessarily require the employment of leaders on a full-time basis throughout the summer.

Summer Play Clubs

The *Summer Play Clubs* or *Summer Fun Clubs* program consists of groups organized into clubs which are based upon age or interest groupings. These groups may possess some of the usual elements of clubs in that they may elect officers and committees to help plan their program. The activities of the groups within this type of program may be restricted to special interest activities such as dramatics, photography, newspaper, crafts; or the clubs may wish to develop a broader variety of activities similar to that carried on during the rest of the program year. Hopefully, the program will take advantage of the weather and try to include as many outdoor activities as possible, depending upon available time and facilities. Here, too, there is generally no integrated organization for the groups; but it may be possible to develop a club council which can plan and sponsor inter-group activities such as outings, festival celebrations, and so on.

The play club program is flexible in the use of time, facilities and leadership. Some clubs may meet daily, some on the basis of other schedules. The organization into clubs can provide a basis for the socialization of the children and may afford club experience for those not available for center activities during the winter season.

for the Summer Season

Abe Bonder

Summer Hobby Town

A *Summer Hobby Town* or *Summer Play Town* program may consist of a variety of interest groups and club groups tied together by a simple governing structure which is patterned after the form of government in the particular city. The children elect representatives from each of their groups to form a City Council. They may also elect a mayor or a city manager and whatever other officials are required to provide a framework for the program. The functions of these officials would be to help develop intergroup activities and to assist with the over-all development of the program. The summer hobby town program provides a valuable experience in democratic self-government and community participation. Such a program also possesses considerable flexibility in the variety of activities and the time schedule.

Summer Play Schools

The general pattern of organization of a *Summer Play School* might parallel the philosophy and approach described by Mrs. Adele S. Mossler, director of the Play Schools Association:

The philosophy for the play school, which has been developed especially for children of school age, is evolved from the field of education with its concepts of experiential learning; from group work with its emphasis on group dynamics; from recreation with its emphasis on fun, the use of outdoor and special interests; and from the mental health field with its concept of the importance of play in the emotional growth of the child.

The summer play school is an organized group program carried on all day, five days a week. . . . Centers appropriate for this type of activity require both indoor and outdoor space. The framework includes intake interviews with parents, medical reviews, continuity of regular attendance, assignment of each child to the same group (according to his age and emotional development), to the same home room, and to the same leader, facilities, equipment and play materials especially designed for these age levels.

Among the basic essentials are indoor and outdoor play, alternating quiet and active periods, scheduled routines of lunch, rest, showers and snacks, the selection of leaders whose qualifications meet specified standards, and the writing of individual and group records. Play schools work closely with the home through parent participation in the program, individual counselling and group discussion.

Summer Day Camps

Unlike the approaches to summer programming for children mentioned above, the *Summer Day Camp* is an organized group program conducted in a *natural outdoor setting*. In the summer day camp, which is limited mainly to daytime hours, the campers are organized into groups comparable to the living groups in the resident camp; but they return to their homes at the end of each day's program. In order to be most effective, a day camp requires considerable organization. It also requires continuity of attendance by the children, and most important, by the counselors. The general program parallels that of the resident camp with emphasis upon:

1—Cooperative planning of the daily program by campers and staff.

2—Activities related to the natural outdoors, such as nature lore, hiking, exploration, woodcraft, campcraft, and so on.

The site for such programs would of necessity be rural camp sites within a short travel distance, farms, or state, county or municipal parks which have sufficient area and natural resources to make possible a variety of outdoor activities. Centers have long recognized that such sites are most desirable for their programs. Chicago, Perth Amboy and the Irene Kaufmann Settlement of Pittsburgh use the facilities of state or county parks. In many communities such as Charleston, Detroit, Rochester, Passaic and Worcester, the centers have been successful in renting or using suitable camp sites on the outskirts of the community as a basis for enriching their day camp programs. In recent years, many Jewish community centers have purchased suitable out-of-town property for their own day camps.

In a day camp program there is considerable opportunity for the inclusion of additional program elements, such as arts and crafts, music, folk dancing, stories and others. However, no such program can legitimately be called camping unless it is based to a considerable degree upon activities related to nature, for which outdoor living is essential.

With the understanding that it is possible to conduct varied types of summer programs simultaneously for different age groups, community centers ought to reconsider the basic form, content and facilities for each program and attempt to revise the descriptive titles to make them conform more closely with the desired program approach.

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Where To Get More

A talk presented at 34th National Recreation Congress in Seattle, September, 1952.

IN VIEW of the impact of inflation upon our economy and the reduction in the purchasing power of the dollar, municipalities across the nation are experiencing difficulty in obtaining necessary funds to carry on their governmental functions. They therefore find it necessary constantly to search for additional sources of revenue. The influence of these factors, with the attendant mounting costs of operation and maintenance, also are being keenly felt in the conduct of municipal recreation programs. Recreation systems for the nation as a whole are inadequately financed. During 1951, local tax support continued to be spotty. Some cities showed stronger support than others, and within this range there were many variations. Although a majority showed budget increases, with some exceptions they were sufficient only to meet increased salaries and operational costs, and did not permit significant increases in services.

Recreation, A Governmental Function

Significant progress has been made throughout the country in creating a general climate of thinking, both in official circles and among voters, which is now recognizing—to an ever increasing extent—the importance of recreation in contemporary society and that recreation constitutes an *essential governmental function*. Nevertheless, as we view the current national scene, it is apparent that much remains to be done to impress upon officials and legislative bodies on all levels of government, as well as upon voters generally, the great contribution that recreation is in a position to make in terms of both short and long range objectives, if it is truly supported adequately financially as an essential governmental function; and it is also clear that this function may no longer be reserved for private philanthropy alone. About ninety per cent of the funds for recreation and park services now come from public funds; six per cent, from fees and charges; and about four per cent from private funds.

Available Sources May Vary

It is recognized that a number of rather novel sources of revenue for recreation exist in some municipalities of the United States, ranging from the sale of oranges from trees in the park system at Winter Haven, Florida, to the allocation of proceeds from parking meters, over and above the maintenance cost, to recreation at Mooresville and Selby, North Carolina, and Bellows Falls, Vermont; a municipal payroll tax in Toledo, Ohio; a one-half-cent retail sales tax for recreation purposes at Oceanside, California; and a number of others. However, certain taxes and sources of revenue for recreation that are available in cities in some states may not be available in cities in other states because of provisions of the state constitution, by reason of the preemption of certain areas or fields by the state, at least until such time as the state legislature may be induced to vacate such areas, or because of judicial decisions in a given state or the background of a given state or the local situation. Therefore, it may not be feasible to attempt to rely upon certain sources of revenue that may exist in other cities in the country.

How To Obtain More Revenue

Without attempting to particularize the various sources of revenue for recreation, which may or may not be available in many cities and towns, there are some considerations of more general application that may be taken into account to improve the revenue picture for recreation:

1. The assessed valuation of real and personal property in many municipalities is much too low, and therefore the property tax is not yielding the revenue that it should. For example, in the state of Washington, the assessed valuation of such property is required to be "fifty per cent of its true and fair value," but the ratio of the assessed valuation to true and fair value is only slightly over sixteen per cent and is not uniform in the various counties of the state. A comparable situation exists in many cities and counties of the United States. Assessors' offices need to be staffed adequately with qualified appointive, rather than elective, assessors who will make a scientific appraisal of property on a professional basis. The issuance of manuals, by state tax commissions, containing standards to guide assessors in the discharge of their responsibilities would be of material assistance in developing greater uniformity.

2. An effort should be made to have the federal government completely withdraw from the admissions tax field so that state and local governments may be able to look to admission taxes as a source of revenue for recreation programs. It is recognized that, by virtue of a recent act of Congress, namely, the Federal Revenue Act of 1951 (26 U.S.C.A. [1951 Pocket Supp.] Sec. 1701), swimming pools, bathing beaches, skating rinks, or other places providing facilities for physical exercise operated by a state or a political subdivision thereof, if the proceeds therefrom inure exclusively to the benefit of the state of political subdivisions, are exempt from the federal admissions tax, but federal admission taxes are still imposed in a number of areas that might better be reserved for state and local government.

THE AUTHOR *is assistant director, Bureau of Governmental Research and Services, University of Washington.*

3. A substantial number of cities in the United States today have concluded that all municipal utilities should be operated on a service charge basis and accordingly have sewer service charges and garbage collection charges, thereby releasing money in the general fund formerly allocated for these services for other purposes. If this were done in cities in which sewer and garbage collection charges are not being made, perhaps more funds could be allocated to recreation. Each city or town must decide for itself whether it desires to have sewer and garbage collection charges.

4. Business and occupation taxes on gross receipts of business are being utilized by municipalities to an ever increasing extent to obtain additional revenue, particularly with reference to utilities, such as light and power, gas, and telephone companies, but such taxes on utilities may be passed on to the rate payers.

5. Another source of revenue for recreation is possible through the enactment of enabling legislation providing for the creation of park and recreation districts to include unincorporated areas and the whole or any portion of any city, exclusive of metropolitan park districts, if the legislative body of the city consents thereto. A bill (S. B. No. 252) was introduced for this purpose at the 1951 regular session of the Washington State Legislature; it passed the Senate, but died in the House. The multiplication of taxing districts has been viewed with strong disfavor in many quarters because of the overlapping of taxing jurisdictions, the resulting lack of central analysis of need and priority of overall needs of a community, the need for coordination in tax structure, and the desirability of keeping the number of elections to a minimum. It therefore has been urged that the abolition of many of the special districts, and their transfer to the legislative body of the county or city, would be more compatible with sound public administration. At the present time there are thirty-four different types of special districts in the state of Washington, and something in excess of sixteen hundred special districts. In view of the restriction on ceiling on the number of mills for which taxes may be levied on real property, and since most of the mills are earmarked for certain purposes, the number of floating mills to pro-rate among the special districts is limited and the amount that can be allocated to each is frequently uncertain. In urban areas of the state, the forty mills is allocated as follows: fifteen mills to cities, ten mills to counties, twelve mills to school districts, two mills to the state, leaving only one floating mill, while in rural areas the forty mills is allocated as follows: ten mills to counties, twelve mills to school districts, two mills to the state and ten mills for road districts, leaving six floating mills. Perhaps, however, a case can be made for park and recreation districts because of the varying needs of unincorporated areas, if they were financed by special levies at periodic intervals as distinguished from participating in the pro-rating of the floating millage that is not earmarked.

6. Local Improvement District legislation should be reviewed to determine if it should be amended to provide for park and recreation improvements on the basis of special benefits to certain areas in both incorporated and unincorporated areas. For example, in the state of Washington, the L.I.D. statutes provide for special assessments to finance field houses, gymnasiums, swimming pools, or other recreational or playground facilities or structures, as well as for the improvement of particular drives, parkways, or boulevards. (Revised Code of Washington 35.43.040 and 35.43.110.)

7. Fees and charges for the use of recreational facilities should be reviewed from time to time (1) to determine whether fees should be increased because of higher maintenance and operation costs; (2) to determine whether a fee is tending to reduce or restrict, unduly, participation in an activity; (3) what recreation facilities should be free to children under a certain age; and (4) what facilities should be free to all.

8. Further federal legislation should be enacted to make adequate provision for payments in lieu of taxes by reason of the acquisition of property by the federal government within the corporate limits of cities and towns, thereby placing such property in a tax exempt status. True, some federal legislation provides for some payments in lieu of taxes, but much more adequate provision is needed therefor than exists at the present time.

9. In addition to current appropriations, in borrowing, general obligation bonds continue to be of real importance; the amount thereof, however, that can be issued is restricted by debt limits and sometimes by the necessity of securing referendum approval, and often a certain prescribed number of votes must be cast and a certain percentage of votes thereon must be favorable. Because these bonds are supported by general taxes, they command the most favorable interest rates. It is gratifying to note that there have been a number of substantial general obligation bond issues for capital improvements for recreational facilities

Money For More Recreation Service

Dr. Ernest H. Campbell

in American cities during the past year. To circumvent the restrictions on general obligation bonds, revenue bonds are being used to finance recreational facilities that are self-supporting, but enabling legislation usually is necessary to make revenue bonds available for recreation. Usually there is no statutory limitation on the amount of revenue bonds that can be issued. The only practical limitation is determined by economic feasibility. This type of issue commands an interest rate slightly less favorable than general obligation bonds, but considerably better than L.I.D. bonds. It is interesting to note that the first revenue bond issued by any city in the United States was issued by the city of Spokane to finance a municipal water system.

Another device that is employed to avoid the restrictions on general obligation bonds is a lease with an option to purchase, but generally the interest charges thereunder are greater than on general obligation bonds.

10. Annual excess levies also may be voted by cities and counties, but usually a certain number of votes must be cast and a certain percentage of votes thereon must be favorable in order for excess levies to be approved (RCW 84.52.052). It is suggested that the legislation of some states, including the state of Washington, regarding the number of votes that must be cast at such an election should be relaxed. For example, the word "state" could be deleted by amending Washington's forty-mill statute so that the requirement that at least forty per cent of the voters must vote at an election for excess levies who participated at the last "general election" would apply to the number of persons voting at a municipal election rather than at a "general *state* election," thereby making the approval of annual excess levies much less difficult.

11. Cumulative reserve funds may be established for park and recreation capital improvements by having a certain amount provided for in the budget each year as long as a cumulative reserve fund is desired.

In order to avoid being vulnerable for not having sound administration in utilizing public funds for recreation, possible economies that may be effected through improved, sound, long range recreation planning and full coordination of all community recreation forces are also essential. Thus in the interest of efficient and economical operation of recreation programs, consideration should be given to having schools, parks, and other agencies having recreation facilities work together, to avoid duplication of facilities and unnecessary expenditures. During the past year, closer cooperation has been evident between city and school authorities and between cities and counties.

A number of corporations have been incorporated, under the laws relating to charitable, non-profit corporations, to receive gifts, subscriptions, and bequests for recreational purposes; and, assuming such foundations do not attempt to dictate policy in a manner incompatible with the public interest, they frequently can be of material assistance to state and local governments in financing recreation programs.

Selling the Recreation Program to Public Officials and to Voters

In order to finance municipal recreation programs adequately, the financial needs in recreation must be interpreted and pointed up effectively and realistically to public officials, municipal legislative bodies, and the voters; and the funds appropriated or allocated for this purpose must be wisely administered. Citizens should be induced to cooperate with professional recreation personnel in presenting the program to the city legislative body and to the public generally. It is important to stress that not only funds for equipment and necessary capital improvements are needed, but also funds for the necessary trained personnel are essential to provide the requisite leadership for a sound and well-administered program.

The contributions that recreation is in a position to make to society, if it is adequately financed, should be emphasized in requesting funds from legislative bodies and from the voters in order to obtain the requisite funds for recreation that will meet the needs of a community; and both the legislative bodies of cities and the voters should be alerted to the fact that the expenditure made for recreation results in great savings to the community. The funds allocated to recreation are small when viewed against the contribution recreation is in a position to make in effecting great savings to society, and in enabling citizens generally to live more healthful, happy, constructive, and useful lives.

These constitute some of the major considerations in the municipal finance picture today, especially with respect to obtaining more money for more recreation service.

New Charcoal Grill

Some of Tennessee's state parks are experimenting with new charcoal fire grills which, it is expected, will save tremendously on the number of the work hours formerly required to provide wood for the outdoor fireplaces. Charcoal for use in the grills is packaged in three-pound sacks and sold to the public at reasonable prices in the parks.

An announcement about this new type grill in the October, 1952, *Parks and Recreation Newsletter* of the Tennessee Department of Conservation, Division of State Parks, aroused much comment and many requests for further information from agencies both throughout and outside the state. The grill, pictured above, was designed by Mario R. Seta, State Park Planner of the division. Of all steel construction, the top is fifteen by twelve inches and is mounted on a pedestal thirty-six inches high.

Detailed specifications for construction of the grill may be obtained by writing to the Director of the Tennessee Division of State Parks, Nashville.

Music in Recreation

Gertrude Borchard

Every recreation department operating or planning a musical activity can use the occasion of National Music Week to promote that activity. This would include dance groups, too, for Music Week programs are not limited to the art of sound alone.

Dates of the observance this year are May 3-10; the keynote is "Enrich Your Life With Music." A secondary keynote, which has been used since the inception of the synchronized observance in 1924, is "Foster American Music."

Recreation workers in so many places are now putting into practical application the enrichment of life through music, among children, young people and adults, that it would surely seem that the public should get the story—should realize that music making and profitable listening are a wholesome, appropriate and socially valuable component of a balanced, well adapted recreation program.

The ways of taking advantage of Music Week are too numerous to list, but here are a few recommended by the National Recreation Association. (The association is one of thirty-two national organizations sponsoring National Music Week and has been giving the National Music Week Committee special facilities for its work, including office space, since 1943.)

(1) Present your best musical group in a concert, radio or television program. See that there is also a talk on the need of the work and press publicity for its future plans. If program cannot be carried by your group alone, cooperate with others in a community night program.

(2) Obtain a mayor's proclamation, or join with others in doing so. The document should incorporate a reference to the advancement of music in recreation.

(3) Get one or more newspapers to run a page spread the opening Sunday of Music Week, illustrated with pictures of recreation music groups, alone or among other groups.

(4) Announce your summer musical opportunities for children. The dual purpose here might be to enlarge participation for this year and to pave the way for use of the groups in the Music Week celebration next year.

(5) See if one of the city's leading musical organizations would be willing to organize a Music Week benefit concert, with proceeds to go to recreational music activities.

Other ideas will be found in the 1953 Letter of Suggestions of the National Music Week Committee. This may be obtained by sending a three cent stamp to the committee at 315 Fourth Avenue, New York 10, New York.

Music in the recreation program today ranges, on the vocal side, all the way from untrained, group singing to the artistically acceptable glee club and mixed chorus, and on the instrumental side, from the rhythm band and the ukulele group to the symphonic orchestra and band. This adaptability to needs and conditions can be made to serve well in planning for Music Week. Thus, a harmonica band can be used as take-off point in a campaign for a fretted instrument group, or even a children's orchestra; a barber shop quartet may be used to promote a male chorus, and so on.

In communities in which a citizens' Music Week Committee is functioning, the recreation department should be included in the membership, or should aim for inclusion in the near future. Better provision for musical facilities in the department should become an objective of the committee.

Where there is no central committee, but participation has been announced by one or more prominent musical, civic, religious or youth organization, an effort might be made to have the program so arranged that attention shall be called to the place of music in recreation.

Certainly the national observance is a time to enlist in the cause the aid of radio, television and newspaper. Singing, playing and dancing by, say, a club of young adults will be a strong TV attraction in the region, regardless of technical perfection. A radio series will provide more opportunities, if less visual appeal. Newspapers can help not only with editorials and pictures, as suggested above, but also with articles on the progress of music and the plans for Music Week participation.

The United States defense forces are utilizing the Music Week observance to acquaint the country more generally with the importance placed upon music in the work and leisure of servicemen. This year the national committee is recommending that all communities near training camps, air and naval bases, provide special opportunities in music for servicemen and women. Appearances on programs, and free or nominal priced tickets to the observances, are among the suggestions. Similar opportunities should be offered servicemen who are home on leave.

In addition to its Letter of Suggestions the national committee has available a number of publications, most of which are useful for year-round work as well as for Music Week. Some of these, issued by the National Recreation Association, are: *Music Week and the Recreation Department* (reprint from this magazine, $.15); *Songs for Informal Singing*, $.15; *Roads to Music Appreciation*, $.35; *Starting and Developing a Rhythm Band*, $.35; *Stephen Foster Program*, $.20; *Bibliography for Music Leaders in Camps and Playgrounds*, $.15; *Directing an Olde Folkes Concert*, $.15. Two publications helpful in selecting compositions by Americans are: *America in American Music*, $.15, and *American Music for Music Week*, $.15.

The author, MISS GERTRUDE BORCHARD, *is assistant secretary of the National and Inter-American Music Week Committee.*

Report of Sub-Committee of National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel

IN-SERVICE TRAINING

Garrett G. Eppley

Is YOUR in-service training program adequate? If every employee has reached his maximum of efficiency, and if your department and program has the fullest active support of the entire community, including the various news media, the related governmental officials, private agencies, commercial interests, the so-called taxpayers, employees of your department and what remains of the general public, you can sit back for a few minutes and feel satisfied with it.

In-service training is receiving a tremendous amount of attention on the part of industry, the military, health and welfare agencies, government and education. New techniques of in-service training are being devised almost every day. In the rapidly growing area of use of audio-visual materials, new techniques of interpretation and presentation are being discovered constantly. A large portion of these techniques are being utilized in in-service training programs.

Some of the objectives of an in-service training program are to:

1. Develop a professional attitude on the part of all employees—a feeling that they belong to an organization to which they can point with pride.
2. Improve employee relations.
3. Improve good relations with the public.
4. Develop incentives for self improvement on the part of employees.
5. Improve the personal development of the individual staff member.
6. Properly orient the recreation employee to his position.
7. Improve job skills.
8. Lower operating costs.
9. Reduce accidents.
10. Reduce turnover.
11. Prepare employees for advancement.
12. Give the employees specific help in solving the problems that are constantly confronting them.
13. Develop a familiarity with the history, scope, objectives, policies, regulations and ordinances of the department.
14. Familiarize employees with the place and importance of recreation in the community.
15. Raise the professional status of the department.

Early this year, at about the same time that the National Recreation Association established a National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel, with Dr. Paul Douglass as chairman, the American Institute of Park Executives appointed a committee on In-Service Training. John J. Considine, General Superintendent of Parks and Recreation for Detroit, was appointed chairman, the writer vice-chairman. This committee held a two-day workshop in Detroit last June and prepared a preliminary brochure on in-service training which is being distributed to the membership of that organization. Representatives of these two national committees on in-service training will meet during the winter to prepare a manual on the subject. At a meeting of the Sub-Committee on In-Service Training of the National Recreation Association, held in Seattle during the National Recreation Congress, concurrence was given to the following recommendations presented by the committee of the American Institute of Park Executives:

1. That in-service training be made an integral part of all park and recreation programs.
2. That in-service training sessions, to be effective, be conducted during working hours.
3. That encouragement be given to supervisory and professional employees to further their training through short courses, night classes, institutes, and correspondence courses.
4. That employees in various classifications be given an opportunity to attend institutes, conferences, and other types of meetings of a training and educational nature.
5. That recognition, in the form of certificates or diplomas, be given for satisfactory completion of training programs.

MR. EPPLEY *is chairman of the department of recreation, Indiana University.*

6. That a library be created by each organization, to contain books, magazines, pamphlets, films, and other materials on various phases of the work, as an aid to employees.

In-service training should not be limited to a short period of intensive training, but should be a continuous process. Supervisors, in their contacts with employees, can do much to assist the employees to develop skills and grow professionally. Through personal interviews of supervisors with employees, visits by employees to other programs, and suggestive readings, the employee gains knowledge, skills and understanding.

The in-service training program should not be limited to the lower rank of employee. In the rapidly growing field of recreation the executive, and his supervisors, must be constantly on the alert for information not only in his immediate field but also in related fields. He should be familiar with the best practices and techniques of administration and supervision. The growing popularity of the regional training institute for administrators is evidenced by the hundreds of people who each year attend the Great Lakes Park Training Institute at Pokagon State Park, Angola, Indiana, the Florida Park Institute at Highland Hammock State Park, Florida, the New England Institute of Park and Recreation Administration at Springfield, Massachusetts, and the Mid-Continent Park and Recreation Institute at Minneapolis. Workshops largely for rural leaders are being held in more than twenty states. The National Recreation Association has for many years conducted effective in-service training programs throughout the entire United States.

Colleges and universities are beginning to offer a variety of courses in the form of workshops of from one-to two-weeks duration. Students may enroll in these for credit or non-credit. Some local departments are granting leaves for supervisory and administrative personnel to take advanced training at institutions of higher learning.

Administrators should have their in-service training programs evaluated periodically.

All employees need in-service training. To be specific, there is, for example, the receptionist or secretary who often serves in that capacity. Does she know how to answer the telephone properly? Does she know what to do when a request is made for information? Does she know how to receive a caller? Is her office neat and attractive? Is she dressed appropriately? The use of the army film, *Telephone Efficiency*, or the Bell Telephone film, *Telephone Techniques*, can do much to improve the public relations of our office which is the only contact many people have with our department. These films can be secured from those organizations or from the audio-visual departments of state universities.

There are many other resources available which can be utilized effectively in an in-service training program; and it is hoped that the forthcoming manual on in-service training will bring these to your attention. All recreation departments are invited to send in copies of materials, or a listing of references which can be utilized by the Sub-Committee on In-Service Training in the preparation of this manual. Address to the author of this article, Department of Recreation, Indiana University, Bloomington.

Committee Members

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Dr. Howard G. Danford, Florida State University
Don Dyer, Milwaukee, Wisconsin
Robert E. Everly, Waterloo, Iowa
James H. Grooms, Auburn, Maine
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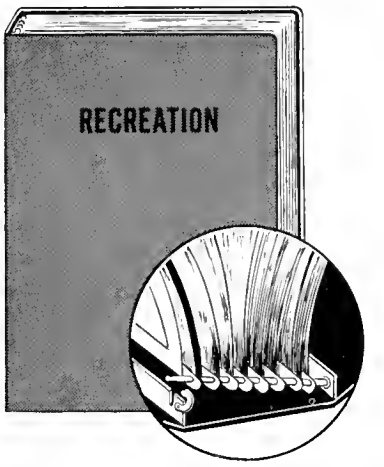

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Surfaces for Multiple-Use

THE SUITABILITY of existing multiple-use areas for various recreation activities was the subject of a questionnaire sent to park and recreation authorities in December, 1951, by the National Committee on Surfacing Recreation Areas. Of some 250 questionnaires returned, 175 provided ratings on concrete or bituminous areas or both. A total of 220 paved multiple-use areas were rated, of which 92 were concrete and 128 were asphalt or other bituminous surfaces.

Authorities rated their multiple-use areas according to the degree to which they had proved excellent, satisfactory, fair or poor for each of twelve recreation activities. A total of 1,413 activity-surface ratings were submitted. The replies did not afford sufficient basis for the committee to develop recommendations for surfaces for a multiple-use area. The information in this article represents an accounting to all who cooperated or are interested, and is in no sense a committee report on the subject.

Summary of Ratings

The 1,413 activity-surface ratings are summarized by surface and type of activity in the accompanying Table I. This reveals that 537 ratings were submitted for concrete multiple-use areas, or an average of six per area, as compared with 876 asphalt area ratings, or an average of seven each.

Analysis of the cases where multiple-use areas were rated "excellent" reveals that concrete far outranks asphalt in the percentage of cases receiving this rating. Concrete areas, for example, are rated "excellent" for roller skating and shuffleboard by a majority of the authorities reporting; asphalt failed to receive a comparable percentage of top ratings for any activity, although nearly half of the ratings for volley ball and basketball are "excellent."

The extent to which concrete and asphalt areas received "excellent" ratings was determined for each activity. Because different individuals have different rating standards, and since some surfaces may have been rated "satisfactory" that another individual would have rated "excellent," all "excellent" and "satisfactory" ratings have also been combined for each activity. The results appear in Table II. The combined ratings undoubtedly give a fairer picture of the opinion which park and recreation authorities hold than do the "excellent" ratings alone. The percent-

TABLE I

SUMMARY OF RATINGS BY TYPE OF SURFACE AND ACTIVITY

Activity	Concrete Areas (92)					Asphalt Areas (1281)					Total Areas				Grand
	E	S	F	P	T	E	S	F	P	T	E	S	F	P	Total
Basketball	19	27	6	2	54	55	55	8	1	119	74	82	14	3	173
Handball	12	10	1	0	23	15	17	5	3	40	27	27	6	3	63
Ice Skating	7	8	1	3	19	10	5	7	13	35	17	13	8	16	54
Low Organized Games	16	14	8	5	43	29	52	11	4	96	45	66	19	9	139
Roller Skating	36	17	9	1	63	14	23	11	28	76	50	40	20	29	139
Shuffleboard	35	17	6	2	60	12	14	18	22	66	47	31	24	24	126
Social Dancing	25	24	16	3	68	15	22	30	16	83	40	46	46	19	151
Softball	0	1	0	8	9	2	14	14	20	50	2	15	14	28	59
Square Dancing	25	33	11	1	70	17	36	19	12	84	42	69	30	13	154
Tennis	31	27	6	0	64	33	37	12	6	88	64	64	18	6	152
Touch Football	0	1	0	10	11	1	4	9	23	37	1	5	9	33	48
Volley Ball	19	28	5	1	53	51	45	5	1	102	70	73	10	2	155
Totals	225	207	69	36	537	254	324	149	149	876	479	531	218	185	1413

Key: E—Excellent S—Satisfactory F—Fair P—Poor T—Total

Recreation Areas

age of "excellent" ratings in Table II indicates the degree to which the surfaces are considered exceptionally well suited to the activity; the combined ratings, the degree to which they are generally satisfactory. The apparent advantage of concrete over asphalt areas for the activities *as a whole* would be less had more authorities reporting on concrete areas submitted ratings for softball and touch football.

TABLE II

RANKING OF SURFACES, BY ACTIVITIES, ACCORDING TO PERCENTAGE RATED EXCELLENT AND SATISFACTORY

Concrete Areas

Activity	Excellent Ratings	Excellent and Satisfactory Ratings
Roller Skating	59%	85%
Shuffleboard	58	88
Handball	46	96
Tennis	46	89
Ice Skating	45	76
Basketball	39	91
Volleyball	39	89
Low Organized Games	38	74
Social Dancing	37	71
Square Dancing	37	80
Softball	0	11
Touch Football	0	9
Average	34%	71%

Asphalt Areas

Activity	Excellent Ratings	Excellent and Satisfactory Ratings
Volleyball	48%	94%
Basketball	46	93
Tennis	40	82
Handball	36	76
Low Organized Games	35	85
Ice Skating	29	40
Roller Skating	21	49
Shuffleboard	18	41
Square Dancing	18	61
Social Dancing	17	50
Touch Football	3	14
Softball	2	31
Average	26%	60%

Comments on Concrete and Asphalt Surfaces

The reasons for the various ratings and also a brief appraisal of the various surfaces from the standpoint of their suitability for a multiple-use area were reported by many authorities. In studying the questionnaire replies, it is important to remember that *many varieties* of concrete and bituminous surfaces are found in localities. The specifications used and the nature of the playing surfaces, which vary widely, especially for bituminous areas, determine to a large degree the suitability of the areas for particular types of recreation activities. The replies indicate clearly that some of the surfaces were rated as "unsatisfactory" not because of the type of material of which they were constructed, but because of difficulties in their construction or in the specifications used. A number of comments are summarized as follows.

Concrete

Several authorities expressed a general preference for concrete areas, and satisfaction in their use; for example:

Arizona: "Works best."

Florida: "Can't be beat." "No better surface has been found."

California: "The best we know." "This area has more participation of a free-play nature than any other."

North Carolina: "The best answer we have found." "The most satisfactory surface we have found."

Minnesota: "Excellent for many activities."

Texas: "Prefer it (brush finish) to all other types." "We find ours most excellent."

Among the reasons for rating concrete areas highly, were the following qualities:

Sure footing	Usable in all weather
Lines painted easily	Players like it
Accurate bounce	Easily cleaned
Long life	Little or no maintenance
Good under lights	Can use any type shoes
Drains and dries rapidly	Not injured in hot weather
Permits fast play	Can get type of finish desired

A number of authorities expressed dissatisfaction with concrete areas; in some cases merely stating that they are not favored, and in other cases listing reasons why they do not like concrete for multiple-use areas. Relatively few authorities, however, indicated a general dissatisfaction with them. Among the reasons listed as disadvantages were the following:

High initial cost	Wear on shoes and clothing
Lack of resiliency	Tendency to chip and crack
Hardness on feet	Abrasive on personal contact

Interference caused by expansion joints

Following are a number of comments on the suitability of concrete surfaces for specific activities:

Basketball—Most comments were favorable.

Handball—Practically all comments were favorable.

Ice Skating—Advantages cited were that the surface holds water in case of a thawing and it can be frozen quickly. On the other hand, caulking is a problem and one or two claim the surface retains too much heat.

Low-Organized Games—Most comments were favorable, but some believe the surface is not suitable for the play of

young children.

Roller Skating—Most comments were favorable, but it was reported too slick after being used for dancing; that lines are erased; and that expansion joints interfere.

Shuffleboard—Very favorable comments, but broom finish is stated to be too rough.

Social and Square Dancing—Most comments favorable, but some claim the surface tires feet and calf muscles in social dancing.

Softball—No favorable comments.

Tennis—Majority of comments favorable, but one claims court accumulates heat.

Touch Football—No favorable comments.

Asphalt

A few general comments on asphalt surfaces are:

New York: "Adaptable to 90 per cent of activity." "Excellent."

California: "Has been highly satisfactory." "Best and most widely-used surface." "Excellent results."

Illinois: "Has proven the best surfacing material."

Maryland: "Very desirable and successful."

Massachusetts: "Best found to date."

Factors resulting in favorable ratings were:

Easy maintenance	Courts marked readily
Low initial cost	No glare
Good ball bounce	Free from dust
Easy on feet and legs	Dries fast
Stands up well	Any shoes can be used
Hard, clean surface	Cracks filled easily
Popular among players	All-weather surface
Facilitates supervision	Good footing

There are few general adverse comments, although asphalt was often pointed out as unsuitable for specific activities. A frequent criticism was that it gets soft in hot weather and is damaged by high-heeled shoes or children's play. The major unsatisfactory factors are:

Lines wear off	Hard on shoes
Surface softens in hot weather	Marked by heels when soft
Falls result in abrasions	Hard on balls

The following are comments on the use of asphalt for specific activities:

Basketball—Very favorable. "Practically equal to indoor facilities."

Handball—Generally favorable, but some comment that ball is not alive and reacts more slowly than on concrete.

Ice Skating—Frequently rated "good" because it holds water if surface is sealed, but the ice tends to melt too rapidly—although this can be retarded by application of a sand base.

Low-Organized Games—Many favorable comments, but several report on injuries, bruises and burns, and some do not approve for small children's use.

Roller Skating—Many unfavorable comments. Slower than concrete. Friction on wheels, and skates cut the surface in summer.

Shuffleboard—Many unfavorable comments, but some say satisfactory if waxed.

Social Dancing—Hard on shoes and less favorably reported than concrete. Satisfactory if waxed.

Softball—Majority comments unfavorable; surface is hard on bats, makes game too fast, presents hazard in sliding, balls roll too far.

Square Dancing—Better than for social dancing, but many unfavorable comments due to traction and wear on shoes.

Tennis—Generally favorable and players like it, but surface blackens balls and tends to slow them, especially in hot weather.

Touch Football—Definitely unfavorable.

Volley Ball—Almost universally favorable.

Concrete versus Asphalt

A few specific comments were made with reference to the relative satisfaction on asphalt and concrete courts. A few follow:

Arizona: "Can use concrete for more things than asphalt."

Iowa: "Prefer asphalt to concrete for all uses except ice skating."

Indiana: "Concrete better than asphalt."

Washington and *Maryland:* "Asphalt more resilient than concrete."

California: "Where ground shifts, asphalt rolls or raises but does not crack like cement."

Colorado: "Concrete in this climate gives better continuous use and needs no attention."

Michigan and *New York:* "Concrete more desirable for most activities but original cost much higher."

Michigan: "Does not chip and crack as concrete does and is easier on eyes."

Wisconsin: "Concrete and asphalt too hard for multiple use."

Others commented that asphalt is as good as concrete, but requires more maintenance; that lines do not show up as well on asphalt as on concrete, and that concrete is not as good as asphalt for tennis.

The majority of the authorities submitting information did not identify the specific type of concrete or asphalt surface although it was requested that this be done. Failure to do so minimized the value of the reports and made it impossible to compare fairly the relative merits of the different types of concrete or asphalt surfaces.

The relative effectiveness of the two surfaces for various purposes is stated in a letter from California as follows:

"We believe this type of installation should be classified in two groupings: High velocity-deflection and low velocity-deflection—the former covering such activities as tennis and handball, the latter basketball and volley ball.

"In the high velocity-deflection group there is, in our opinion, no substitute for cement concrete with rotary finish and impregnated color. The specifications for this type of installation are often too loose, particularly where large area slabs are involved. The tightening of specifications, from establishing subgrade through aggregate, reinforcement, pour and finish, has been most effective.

"In the low velocity-deflection group, the use of asphaltic concrete, either hot or cold lay, has proved adequate and durable over long periods (ten years and more, using

hot lay, in our case) at low installation and maintenance cost. The formula and thickness are secondary to compaction of subgrade, a common failing being to accept virgin soil as an adequate base. Oxidation is, of course, the worst enemy of asphaltic concrete and to our knowledge no effective curative has been developed."

Summary By Regions

A summary of the ratings was made according to geographical regions in order to determine to what extent, if any, the various types of surfaces had proved satisfactory in different parts of the country. Table III summarizes the ratings according to five sections of the United States.

TABLE III

SUMMARY OF RATINGS FOR CONCRETE AND ASPHALT AREAS BY GEOGRAPHICAL REGIONS

Region	No. of Ratings for Concrete Areas					No. of Ratings for Asphalt Areas				
	E	S	F	P	T	E	S	F	P	T
Northeast	22	18	2	1	43	82	97	40	30	249
South	87	66	30	17	200	17	57	27	24	125
Midwest	53	53	17	11	134	67	84	34	32	217
Southwest	47	43	15	6	111	64	51	37	59	211
Northwest	16	25	5	1	47	24	35	11	4	74
Total	225	205	69	36	535	254	324	149	149	876

Key: E—Excellent S—Satisfactory F—Fair P—Poor T—Total

Judged by the number of replies, asphalt is much more widely used than concrete for multiple-use areas in the Northeast; somewhat more widely used in the Southwest, Midwest and Northwest. Concrete is somewhat more widely used in the South.

In each of the five regions, concrete received a higher percentage of favorable (excellent and satisfactory) ratings.

The highest percentage of favorable ratings for concrete was in the Northeast (93 per cent), where only six areas were rated; the lowest (77 per cent) was in the South. The highest percentage of favorable ratings for asphalt was in the Northwest (80 per cent); the lowest (55 per cent) in the Southwest.

In the South and Southwest, a majority of the asphalt areas were reported as unsatisfactory for roller skating, shuffleboard, social dancing and square dancing. This was not the case in the Northeast and Northwest or, except for shuffleboard and social dancing, in the Midwest.

Excellent ratings on concrete for roller skating, shuffleboard, social dancing and square dancing exceeded the sum of the other three ratings in the South. This was not true of the Midwest, Southwest and Northwest ratings.

Summary of Findings

Observations with respect to the frequency of use and the suitability of paved areas for various kinds of recreation activity as revealed by the study are as follows:

1. Asphalt is used more widely and generally than concrete for multiple-use areas, judged by the number of areas on which reports were submitted. For example, asphalt areas were rated more than twice as often as concrete for basketball and low-organized games and nearly twice as often for volley ball.

2. Of all the ratings on concrete areas, 73 per cent were "excellent" or "satisfactory." On asphalt areas, 60 per cent were "excellent" or "satisfactory."

3. At least 75 per cent of the ratings on both concrete and asphalt areas were "excellent" or "satisfactory" for basketball, handball, tennis and volley ball; on concrete areas alone, for shuffleboard, roller skating, square dancing and ice skating; on asphalt areas only, for low-organized games.

4. Judged by the percentage of combined "excellent" and "satisfactory" ratings, asphalt was rated higher for five activities, volley ball, basketball, low-organized games, touch football, softball; concrete higher for other seven.

5. Concrete areas did not receive a single "excellent" rating for softball and touch football; they did not receive a single "poor" rating for handball and tennis.

6. More than half the concrete areas received an "excellent" rating for roller skating and shuffleboard. Asphalt areas did not receive a 50 per cent "excellent" rating in the case of any activity.

7. Basketball and volley ball, the most frequently reported activities, are played extensively and satisfactorily on multiple-use areas, with a slight preference for asphalt.

8. Roller skating and shuffleboard, the most frequently reported activities on concrete areas, are carried on satisfactorily on concrete, but not on asphalt.

9. Ice skating, not too frequently reported, is generally successful on concrete. Not so on 50 per cent of the asphalt areas.

10. Paved areas are generally satisfactory for low-organized games, but asphalt more so than concrete.

11. Social dancing and square dancing, frequently reported, are more satisfactory on concrete than on asphalt. Concrete is somewhat more highly rated for square dancing than for social dancing. A majority report asphalt "satisfactory" for square dancing, but not for social dancing.

12. Tennis is generally successful on both concrete and asphalt, although more cities report asphalt "unsatisfactory" for tennis than concrete.

13. Concrete areas were seldom rated for softball and touch football and most of these received a "poor" rating. Many rated asphalt areas for these two activities and a majority of the ratings were likewise "poor," although softball is played on it with satisfaction in several cities.

An obvious conclusion from the information summarized above is that no one type of surface has proved highly satisfactory for all forms of recreation activity. A community deciding to build a multiple-use area will do well to determine the activities for which the area will be used and to select the type of surface that will be most suitable for the activities to be carried on most frequently and for the largest number of people. It may well prove desirable to construct more than one type of multiple-use area if the variety of desired activities is such as to require various types of surfaces.

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METHOD

1. Cut stick desired length. *Stick is about ½ inch diameter for brush and ¾ to 1 inch diameter for broom.*
2. Cut away the bark in shaded areas shown in Diagram A.

NOTE: FOR LONGER LENGTHS USE PROPORTIONATE MEASUREMENTS

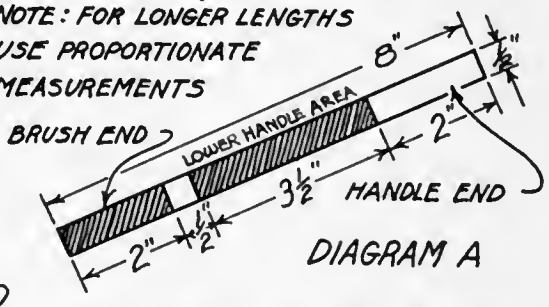
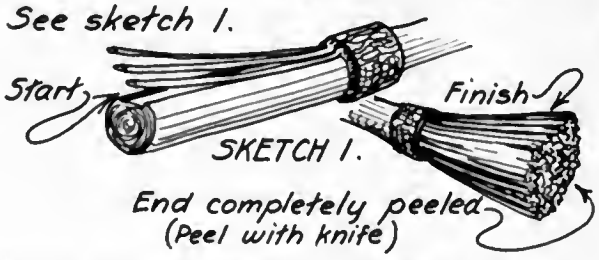


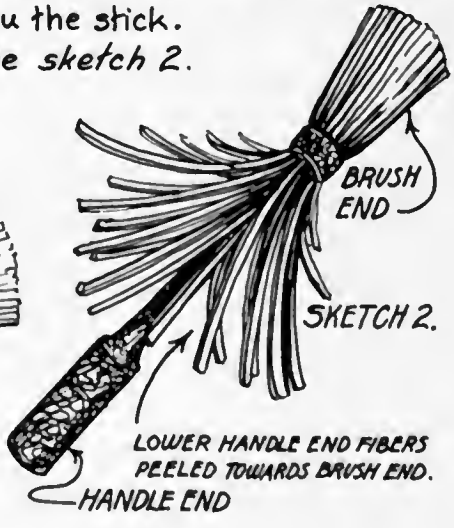
DIAGRAM A

3. At brush end peel wood fiber in small bristles back to ½" area. Peel round and round the stick until all the end is stripped into bristles. *See sketch 1.*



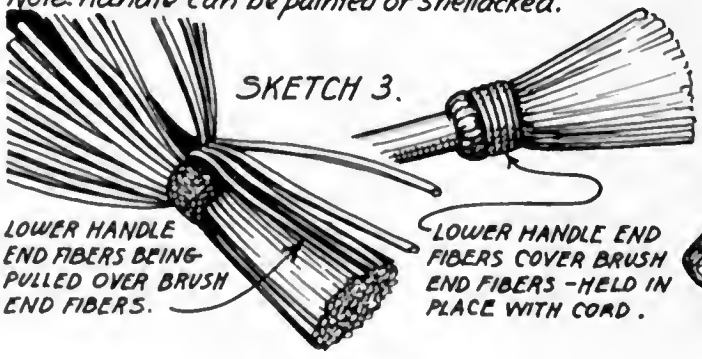
SKETCH 1.

4. Next peel lower handle area – (3½" shaded area). Peel towards brush end. Peel about half-way thru the stick. *See sketch 2.*



SKETCH 2.

5. Pull fibers peeled in lower handle area over brush end fibers and bind tightly with strong cord. *See sketch 3.*
Note: Handle can be painted or shellacked.


LOWER HANDLE END FIBERS BEING PULLED OVER BRUSH END FIBERS.
LOWER HANDLE END FIBERS COVER BRUSH END FIBERS – HELD IN PLACE WITH CORD.

SKETCH 3.

People and Events

The National Recreation Association feels keenly the recent loss of two very good friends, Edwin C. May and J. Thompson Brown, and gratefully acknowledges the part that they have played in helping to build the Association to its present position of influence in America, and in their foresight in helping to provide for its future.

Edwin C. May, whose brother, Walter May, served on the board of directors for many years, made yearly contributions to the Association for forty years and left a bequest of $3,000. For two generations many other members of the May family have been contributing.

J. Thompson Brown, a director of the E. I. duPont de Nemours Company Finance Committee and a former vice-president of the company, was deeply interested in the work of the Association. He began to contribute to it in 1923 and continued to do so yearly for thirty years. Approximately twenty years ago, Mrs. Brown also became interested and began to contribute and to help raise money for the Association. She was elected as an Honorary Member. Mr. and Mrs. Brown together have been the means of helping to interest a great many people in the work of the NRA.

The Association has been most fortunate, through the years, in the generous and continuous interest and support of outstanding men, such as these, who have believed in the purposes, the spirit, and the effectiveness of the Association in the growing field of recreation.

Alexander Isabel, the superintendent of recreation for the city of Amsterdam, New York, recently died of a heart attack. He was appointed acting superintendent in 1944 and received his permanent appointment in 1947. In 1950 he received an award for "Outstanding Service to the Youth of Amsterdam"—the third award of its kind to be given in a fifteen-year period—from the fraternal Order of Eagles.

Mr. Isabel also served as athletic director for St. Mary's Institute in Amsterdam and as up-state New York scout for the Brooklyn Dodgers baseball team.

Bert and Stella Swenson, of Stockton, California, were recently honored when Swenson Park, the newly opened city public park and golf course, was named. The Swensons have been leaders in civic betterment since they came to Stockton more than thirty years ago. Through their interest and efforts, the growth of numerous youth and welfare activities has been accomplished.

• The following chairmen of the Pre-Workshop Committees for the Second National Workshop on Recreation, sponsored and financed by The Athletic Institute of Chicago, are announced: Music—Dr. Max Kaplan, University of Illinois; Arts and Crafts—Frank Staples, National Recreation Association; Sports and Games—Vern Herlund, Chicago Park District; Hobbies—John Sherlacker, West Virginia University; Drama—Sybl Baker, District of California Recreation Department; Nature Lore and Camping—Reynold Carlson, Indiana University. Dr. Gerald B. Fitzgerald, University of Minnesota, is director of the workshop and coordinator of committees and Walter Roy, Chicago Park District, is chairman of the Executive Committee.

There are two good reasons why your recreation program should include Dairy-Vend ice cream venders.

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COMMUNITY CENTER HOUSEKEEPING

The third of a series of articles on this subject.

Tips on Care of Floors

• Know the composition of the floor and use a cleaning compound which is suited to it. A cleaner which works well on a wooden floor may contain chemicals which are harmful to linoleum, terrazo, or other types of floors.
• Large amounts of water should never be left for a long period of time on any floor; and all types of surfaces should be dried as quickly and thoroughly as possible.

• Floors should always be swept or dry mopped to pick up all loose dirt and grit before wet mopping. This is time and labor saving in the long run as it makes the mopping easier and cuts down on the number of times the mop water needs to be changed.

• Use of a "tote-tray"—a flat wooden or metal box or tray with a sturdy handle over the top—to carry various special cleaning compounds, basic tools and repair materials on daily cleaning rounds will save many steps and simplify keeping up with minor repairs. Sandpaper, steel wool, and a putty knife, to be used to remove wads of chewing gum and other sticky substances and to smooth rough spots in the floor before mopping, are essential tote-tray items.

• To avoid unnecessary marring and marking of floors which have been freshly wet mopped, do not slide or replace furniture on them until they are thoroughly dry.

• • • •

A new handbook, prepared by the Charlotte, North Carolina, Park and Recreation Commission for the information and guidance of their community center staff workers, is the source of the two following excerpts on care of equipment and janitorial duties which may prove helpful to other center directors in setting up policies on these phases of community center housekeeping.

Care of Equipment

The care of equipment is the responsibility of the community center staff through enforcement of building rules and through a maintenance and care program of their own. Here are some tips on equipment care:

Instruct the janitor to periodically clean balls.

Allow only those persons who have been carefully instructed to operate the public address system.

Do not permit persons to sit on tables or on the arms of chairs.

Have arts and crafts classes repair ping pong nets, paddles, badminton nets, and so on.

Explain to each individual that he is responsible for the equipment he uses.

Explain the care of equipment to participants.

Keep the piano locked, let only qualified persons play it.

Turn in all broken and unusable equipment to the maintenance shop immediately. Turn in seasonal equipment when it is not needed.

Duties of the Community Center Janitor

Maintain the building and grounds.
Keep the building and grounds clean.
Maintain equipment and furniture.
Follow work schedules as planned by the director.

Daily Duties:

Sweep all floors (morning and afternoon); wax floors as needed.
Dust all furniture and ledges.
Wipe bleacher seats.
Empty trash cans.
Empty ash trays.
Wet mop auditorium floor.
Wet mop floors in rest rooms.
Clean lavatories, urinals, stools, and shower stalls.
Fill towel dispensers.
Replace soap in rest rooms.
Pick up all trash and paper on community center grounds.
Remove trash from reflector pools.
Sweep all walks and entrances (morning and afternoon).
Fill drink machines.
Clean water fountains.
Keep building clean through constant watchfulness.
Check all doors to see that they work properly.
Set up equipment as directed.

Weekly Duties:

Wet-wipe all furniture and bleachers.
Wet mop all floors.
Clean halls.
Rake trash from reflector pool.
Scrub rest room floors.
Notify director of supplies needed and work needed.
Work ground around shrubbery.
Repair equipment.
Sweep down cobwebs.
Check and report oil level to director.

Monthly Duties:

Wash windows.
Clean walls.
Clean bleacher mechanism.
Clean equipment shelves.
Wax office furniture.

Listening and Viewing

Folklore Audio-Visual Library

RECORDINGS—FOR LISTENING:

International Musical Eisteddfod, Westminster, WAL 209, two-record album, 33⅓ rpm, $12.40. Musical documentary, sponsored by UNESCO, of festival held in Wales in July, 1952.
One, Two, Three—and a Zing, Zing, Zing, Folkways FP 703, 10-inch LP, $4.45. Children's games and street cries, recorded on New York streets.
American Folk Songs and Ballads, Frank Warner, Elektra EKLP 3, 10-inch LP, $4.45.
English Folk Songs, Folkways FP 823, 10-inch LP, $4.45. Songs from many English counties, by Wallace House.
Voudoun Rituals, Elektra EKLP 5, 10-inch LP, $4.45. Recorded on location in Haiti by Mya Deren.

RECORDINGS—FOR DANCING:

Folk and Square Dance Educational Series, RCA Victor 45-6169—45-6184, 78 rpm, with instruction sheet, $1.16 each. The best of old dances, including *Bingo (American Play Party)* and *Tra-la-la, Ja Saa (Norwegian Singing Game)* and a useful *Virginia Reel* (First Part, Reel and March).
Songs and Dances of Switzerland, Folkways FP 809, 10-inch LP, $4.45. French, German, Swiss dances, with calls.

Folkways recordings include notes.

FILMS:

Square Dance Reunion, 11 minutes, color; sale, $90.00, rental $5.00. Quadrille to "The Texas Star," by a group of Western square dancers.
Dance Festival, 10 minutes, black and white; sale $36.00, rental $3.00. Russian dance groups filmed in London at an international dance festival. Films from D. D. Livingston, 220 Clinton Street, New York 2.

FILM STRIPS:

Sioux and Navajo, Folkways, FMS 40, 63 frames, black and white, $10.00. Documentary with text and foreword.
The Ancient Maya, Folkways, FMS 802, 54 frames, color, $10.00. Excavations, temples, artcraft, writing, with notes by G. F. Ekhohn. Film strips from Folkways Record and Service Corporation, 117 West 46th Street, New York 19.

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Recreation Bibliography. Washington 6, D.C. AAHPER, 1201—16th St., N.W., 1953.

71 pp. $1.00

A comprehensive and new bibliography. Includes books under the headings of theory, history, philosophy, organization, administration, leadership, areas, facilities, research, institutional, older people, programs, dancing, dramatics, music, hobbies, crafts, games, storytelling, sports, parties, and camping.

A complete list of publishers and their addresses appears in the appendix.

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AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION
1201 — Sixteenth St., N.W., Washington, D.C.

Birthday News

• Coinciding with their forty-first anniversary (March 12), the *Girl Scouts of the United States of America* announce a new proficiency award, "My Government." Requirements for earning the badge include the study of our basic American documents; the mechanics of registration, primaries, local and national balloting; issues of the coming elections; public services and their tax support; the duties and obligations of citizens; comparison of our democratic election procedures with the practices of a Girl Scout troop government. The basic outline of the requirements was prepared by a volunteer group of League of Women Voters, in cooperation with educators and representatives of national organizations and government departments. Earning the "My Government" badge will constitute a post-graduate course in the "Community Life" field of the Girl Scout program.

• To mark the anniversary of their organization's founding, the *Camp Fire Girls* annually select a national service project for the coming year. The 1953 project will be "Down to Earth," to be announced during their forty-third "birthday" week, March 15 to 21. The more than 370,000 members of the organization will discover through "Down to Earth" explorations how the soil affects their health, wealth and happiness and how man's progress toward better living depends upon the land and what grows on it and in it.

Latest Additions

Development of their recreation programs to include new activities and serve additional groups in the community—milestones of progress—have been reported by:

Oakland, California—A cultural arts program for six-to-twelve-year olds. Music is made tangible through listening to recordings and piano compositions, using rhythmic instruments—gongs, symbals, bells, drums, and so on. The children then express how they hear and feel through finger paintings, line and free form drawings. A few notes are learned at a time and used in song and on instruments, and the youngsters are then encouraged to make their own music. Two Saturday-morning classes are conducted in the recreation center where the children may later take part in classes, especially planned for their age group, in pottery, painting and design, dramatics and modern dance.

• A "30 to 40 Club" for young adults. A social recreation program, including dancing, card playing and parties, planned by the group itself, is being sponsored by the recreation department. A glass-enclosed clubroom in the Lake Merritt boathouse, equipped with piano, phonograph, public address system and a kitchen, is available from seven o'clock to midnight on the first Friday and third Saturday of each month. There are no officers and no dues, but a small fee is charged for refreshments.

San Angelo, Texas—A Toastmaster Club. A group—kept small deliberately—of young folks meets once a week for instruction and training in the intricacies of being masters of ceremonies. Their services are used in many departmental programs.

Willamalane Park Recreation District, Oregon—A family-nite program. Band concerts, community sings and square dance exhibitions in the park are planned for grown-ups, and special events, games and races are included for the children.

Grand Rapids, Michigan—A Junior Kennel Club. Over thirty youngsters, under sixteen years of age, meet on the first Saturday of each month and are taught, by two advisors, the training, grooming and care of their dogs.

Kansas City, Missouri—A Downtown Recreation Center. Classes in weaving, ceramics, leather crafts, wood carving, many types of painting and crafts for leaders of children's groups, under the supervision of the arts and crafts supervisor of the recreation division, are open to clerks and office workers. The center is open five days a week and many a lunch hour is spent there. Golden-Age, young adult and music groups also make use of the center.

Concord, North Carolina—Annual recognition and award night. A banquet and program are sponsored by the commission, during which honor awards (to local organizations and laymen), special and professional awards are conferred upon those who have cooperated in the cause of recreation.

Drama "Festival"

The first three months of the year are busy ones for the amateur drama groups in the thirteen regions into which Canada is divided for the purposes of their Dominion Drama Festival.* They compete in the final regional drama festivals, the last of which will be held this year in Newfoundland from March 26 to 28. From May 4 to 9, the best productions chosen from each region will be presented in the final annual festival at Victoria.

The adjudicator for the 1952 finals is Mr. John Allen, actor-author-producer, Chairman of the International Theatre Institute Conference on Youth and the Theatre, UNESCO, presently on leave from the British Broadcasting Company. Executives of the Dominion Drama Festival feel that Mr. Allen's advice and help will be most valuable, in connection with the increasing number of children's theatre companies which are now producing in Canada, inasmuch as he was for several years the administrator-producer for a children's theatre presenting twelve productions and two hundred and fifty performances yearly.

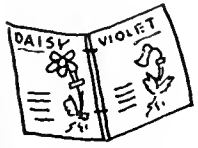
Mr. Richard MacDonald, the Festival's executive secretary-treasurer, reported in the January issue of *Dominion Drama Festival News Letter*, that his recently completed tour of Canada had discovered plans for many new drama leagues, better attendance and organization of meetings of existing groups, more serious thought being given to the selection of plays. He also reported an increased interest in the theatre, particularly on the part of business men as to the place drama should hold in national and community growth. He suggested that the latter development may have resulted from the generous cooperation with the Festival of Calvert Distillers, Limited, whose provision of an annual contribution of $15,000 towards the operation of the Festival was announced in detail in July, 1952. A Calvert regional trophy and cash award of $100 will be given to the winning group in each of the thirteen regional festivals, and a trophy and $1,000 in cash will be awarded to the group presenting the best full-length play at the final festival. The company's representatives have been most cooperative and helpful to the individual drama leagues throughout Canada.

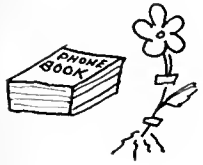
* See "Canadian Drama Festival" in the November, 1951, issue of RECREATION.

Nature Lore

Children's natural curiosity and interest in the everyday things they see around them—growing plants, pebbles and shells, birds and stars—serve as the starting point for nature lore activities. Finding plants and pebbles to use in preparing a dish garden scene, collecting, mounting and cataloguing the various flowers found in the locality, watching for, identifying, and keeping a record of the birds in the neighborhood, or learning to identify the constellations of stars seen on a clear night are but a few of the many nature lore activities around which special interest groups can be formed.

Dish Gardening—Materials for this activity are few and they are easily found in most areas. A shallow bowl, pan or dish to contain the garden, pebbles, stones or shells, mosses, small plants or seeds, and a mixture of sand, soil and humus are the basic requirements. Except for the container, most of these things may be found in garden or woods—or, as a last resort, purchased at any florist shop. Tiny figures or toys are often used to add interest and color to the dish garden.





Flower Collections—This is an activity which works especially well for a girls' club or group which can take field trips to collect their specimens and bring them to a central place where facilities are available for the identifying, pressing, and mounting of them. In collecting the specimens, either the complete plant or a selective picking of a typical leaf, bud and full blossom can be used. Flowers should be pressed in an arrangement to show as nearly as possible, the natural growing position. Flowers can be pressed, in a very simple but adequate way, by placing them between the pages of a telephone book. When they are thoroughly pressed and dried, they should be mounted, with strips of clear tape, on heavy paper and put into a loose leaf notebook or portfolio.

Bird Spotting—This is another activity which is fun for a club group, boys or girls; however, the group should be a small one. Early morning is a good time to spot birds—and if possible the spotters should have opera glasses, note books and a bird book to see, identify, and record the information on the kind of bird, where is was seen, and so forth.

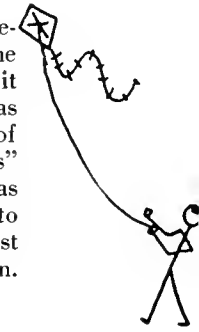
Star Gazing—Knowing and being able to identify the various star formations can be an interesting and educational hobby for junior groups. As the star gazers learn to pick out the constellations, they should also learn the stories behind the names of the stars.

(Fold Back)

Recipes for Fun

Between Season Activities

There are activities which may be used to supplement the late winter and early spring program. The required facilities and equipment are so simple that it is possible to use most of them indoors or outdoors as the weather dictates. Some of them are the kind of projects which can be used as "fillers" or "quickies" to supplement standard early spring activities such as kite flying, marble contests, and rope jumping, or to replace unexpectedly cancelled scheduled events. Most of them do not require a lot of previous preparation.

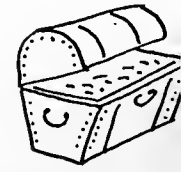


Hunts and Hikes

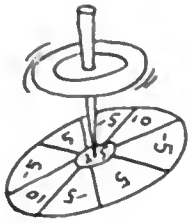
Hobo Hike—With the first balmy days of early spring, the urge to get out-of-doors, to "hit the trail," is almost universal. Youngsters, especially, like to take their lunches and with their companions, go adventuring. For a hobo hike the participants wear old clothes and each one carries his own lunch, brought from home, wrapped in a bright kerchief and tied to the end of a stout stick. Sandwiches which can be toasted over an open fire, prepared coca mix which requires merely the addition of hot water, and fruit make a simple but adequate menu. Games, songs and story telling along the route and around the camp fire are used to carry out the hobo theme.

Scavenger Hunt—A scavenger hunt may be a fun-full activity for the participants and a profitable one for the center. The children are divided into teams; each team captain is given a list of items to be procured, and the first team returning to the starting point with all of their items wins. Some of the things which are not too hard to find and which can be used in craft programs or other activities later on are: coat hangers, clothes pins and spools (for sand box figures), corks (for floating toys), cardboard or tin boxes (to store small games pieces in), and so on.

Treasure Hunt—Treasure hunts have always intrigued the imagination of children. It does require a bit more planning than the scavenger hunt, however, as clues must be made and placed in advance, with each clue subtly giving the location of the following one leading to the treasure. For an indoor activity, a magazine treasure hunt is novel. In this, participants try to find answers to the clues, which are in the form of riddles, in magazines. The picture answers are cut out and the first team to complete their set wins.



Games to Play



Spinner—Spinner can be played indoors or out of doors on a small, level surface. The spinner is made of a round piece of cardboard with a sucker stick or meat skewer through the center, or regular tops may be used. The circular scoring area for indoor use may be drawn on the floor or table with chalk, or painted on oilcloth, linoleum, or wrapping paper. For outdoor play, soft chalk will adequately mark a temporary scoring area on cement or other smooth, hard material. The circle is divided into eight pie-shaped sections with a small bull's-eye in the center. Numbers are marked in each section and they are, in rotation around the circle: 5, -5, 10, -5, 5, -5, 10, -5, and 25 in the center. To play the game, each boy in turn starts his spinner whirling in a -5 section, trying to make it spin into and stop in a high count section. The one who makes the highest total score in ten turns wins. The difficulty of the game can be increased by making the minus sections larger or having more of them.

Marble Rolling—Ten marbles and a small stretch of level ground are required for this game. Ten small holes are dug—bowling pin formation—and a base line is marked a short distance away. Each player takes the ten marbles and rolls them, one at a time, from the base line toward the holes. Each marble which lands, and stops, in a hole counts one point. If a player gets eight marbles in holes he gets a bonus of three extra points; for nine marbles he gets five extra points; and for all ten he gets ten extra points or a total score of twenty.

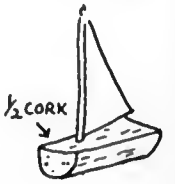
Carton Catch—This game or contest is more active and therefore requires more space for players to move around in. Two players—partners—stand facing each other, six feet apart, each holding a small cardboard open-top carton (ice cream or cottage cheese containers are good) or large paper drinking cup in each hand. One player has a pingpong ball in each of his cartons and he starts the play by tossing the ball from his right hand carton to his partner who must catch it in his right hand carton. Then the left one is tossed and caught in partner's left carton. If both catches have been successful, each of the two players steps one pace backward to increase the distance between them, and the first catcher this time does the tossing. They continue the procedure, moving further apart after each set of successful catches. The team is "out" when a catch is missed; and another pair of players take over to try to beat first couple's distance and number of fair catches.

(Fold Along This Line)

Things to Make

Corkers—Floating toys can be easily made from bottle corks and used indoors in a pan of water and outdoors in a pool, stream or puddle. Figures are cut from construction paper or thin cardboard and colored with wax crayons or painted and dipped in melted parafin to waterproof them. A slit is made in the cork into which the figure is inserted. Swans to float on a lily pond, miniature sail boats for races, or fish for a game are but a few of the many possibilities.

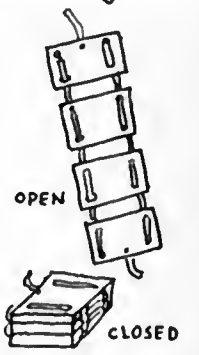
For the swan, use a large, fat cork for the body and cut the wings and head of paper and insert them in slits cut along one side of the cork. Cut off a small piece of the under side of the cork to keep the swan from tipping as it floats.



Use half a cork for each boat and insert a match stick with a paper sail pasted to it. These tiny boats can be a project and game for small boys by having each one make his own boat and race (by blowing) it against those made by the others.

To make a fishing game use a whole cork with the paper fish inserted in a slit made along one side. Cut a good size hole for the mouth of the fish so that it may be caught with the hook. The fishing pole is a stick to which a string with a piece of bent wire, part of a paper clip, or an open safety pin is attached.

Postcard Portfolio—Making a postcard or pocket-size portfolio of interesting places, events, or things is a project which can develop into an interesting collecting hobby. If picture postcards are used, two of them are pasted back to back. When they are thoroughly dry, a hole is punched in each corner and they are strung together as shown with string, yarn or narrow ribbon. A series of pictures or articles clipped from magazines or newspapers, or labels, stamps or matchbook covers may be mounted on index cards or pieces of cardboard and joined in the same manner.



Pencil Puppets—These quickly assembled little puppets are made with a head and body cut from paper, legs and arms of ribbon, and hands and feet of heavy paper or cardboard. The whole figure is attached with a thumb tack to the eraser end of a pencil. Tiny tots love to act out Mother Goose rhymes and stories with them. They also make interesting and personalized party or banquet favors for teen-agers if photographs or caricatures of the guests are used for the figures.

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On the Campus

Betty W. Jacob

Town and Gown Cooperation

Students in the Community Recreation course at *Elmira College* (New York) have obtained, for several years, valuable experience in leadership, through field work provided by the department of recreation in Elmira. They serve as assistants from six to nine o'clock, Monday through Thursday evenings, in the city school buildings, where recreation is provided for children, five years old and over. Other students, under Student Fellowship, serve as volunteer teachers at the neighborhood settlement house.

Milestone—and Analysis

The granting, by the *University of Minnesota*, of the 200th degree in recreation in December, 1952, prompted Dr. Fitzgerald, Director of Recreation Training, Department of Physical Education and Athletics, to send us a bit of statistical analysis:

Bachelor's degree (instituted 1938, first awarded 1940)	161
Master's degree (instituted 1946, first awarded 1947)	36
Master's degree in hospital recreation (instituted 1950, first awarded 1951)	3
(93 to men—107 to women)	200
Present registration:	
Undergraduates	90
Graduates—general recreation	12
Graduates—hospital recreation	8
(53% women—47% men)	110

Folk Activities on a Campus

Folklore enthusiasts on the campus of *Springfield College* have been presented with an opportunity to share ideas on, and participate in, folk dances, music and games, through the good offices of the Circle and Square Committee. This student-led group, sponsored by the Recreation and Youth Leadership Division, formerly limited its program to providing square dances for the campus community. Recently, however, they have widened the scope of their activities to include folk recreation. The result is a weekly workshop —a "laboratory"—in which leadership techniques may be practiced and repertories enlarged. The group plans to continue operation of campus dances, present a folk festival and to cooperate with various ethnic groups in local activities. Membership invitations have been extended to the entire campus, and members of the physical education staff of the Springfield public schools have also been invited to take part in and use the workshop as a resource for their in-service training program.

West Coast News

Two three-unit, Saturday morning courses, are being offered this spring at the new campus of *San Francisco State College*—Group Work Leadership in Recreation and Camping and Outdoor Education Programs, with Dr. Hedley S. Dimock as consultant.

Student Aid

Have you seen *Your Opportunity?* It is the new edition of an annual catalogue of grants, fellowships, scholarships, awards, prizes, loan funds, competitions—thousands of financial opportunities available in colleges and universities, through foundations, business and educational institutions. Edited and for sale by Theodore S. Jones, 73 Adams Street, Milton 87, Massachusetts. Paper-bound, $3.95. (See also *Student Aid—P162*, National Recreation Association, described on page 447 of January RECREATION.)

Lost—One Correspondent!

We heard that Miss Ila Schoonover, recreation student at *Utah State Agricultural College*, might be our On the Campus "correspondent." However, no news yet! In 1951-52 a cleverly illustrated little *Handbook* of welcome and activities was issued by the U.S.A.C. Women's Athletic Association to incoming students. Was there a 1952-53 edition?

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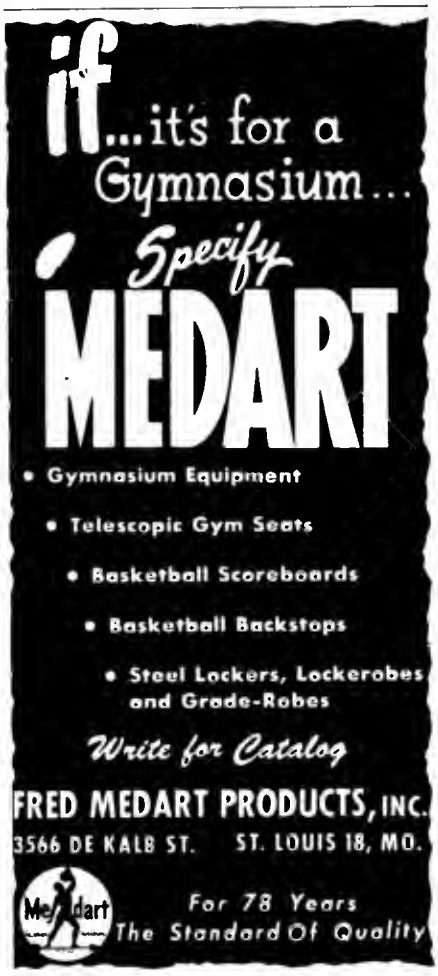


Recreation MARKET NEWS

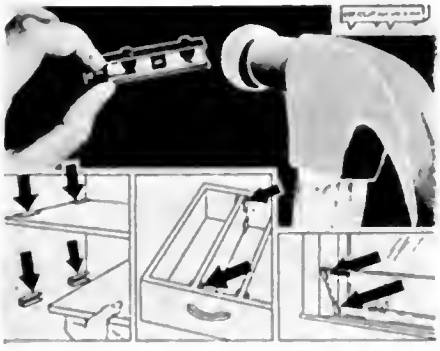
Line Marker

Ryan Manufacturing Company, known to the recreation industry for many years as makers of fine line marking equipment, has recently announced their new line of four wheel visual line markers.

The "New Olympic" is made of galvanized steel hopper construction with four aluminum alloy wheels for lighter weight and ease in handling. The total weight of the marker is only 42 pounds and it has a capacity of 100 pounds of any line marking substance including talc, gypsum, marble dust, lime, chalk, and so on. For information write directly to Ryan Manufacturing Company "R", 3463 Motor Avenue, Los Angeles 34, California.

Zip Clip

Zip Clip is a drive-in metal clip which enables anyone to put up shelves, partitions, and so on, in a jiffy with no other tool than a hammer. It is driven in like a nail, and forms a rigid slotted support without the use of nails or screws.



Made of 22 gauge heat-treated hardened steel, Zip Clips are in the form of channel pieces, 1¾ inches in length, 5/16 inch deep and 5/16 inch wide. Extending from the back are four sharp prongs which, when the unit is pounded in, provide a support for shelves or partitions. The channels are designed to take up to quarter-inch plywood, regular wood, masonite, glass, cardboard, sheet metal, and so on; however, shelves of material too thick to fit into the channels may be supported by resting it on top of the clips. To install a shelf, all that is necessary is to pound a few Zip Clips into the vertical sides where the shelves are to extend across, slip the shelving into or on top of the channels and the shelf is up. They can also be used as supports for drawer dividers, bin dividers and pigeon holes in stock rooms, tool and supply compartments for hobby shops, and so forth.

Zip Clips are sold in stores, six for $.25, or available postpaid, twenty-four for $1.00, from the manufacturer, Asa D. Scott Industries, Incorporated, 5447 Wayne Avenue, Chicago 40, Illinois.

Fleckel Glaze

Fleckel, a new glaze with tiny specks of color in it, has just been announced by the Pemco Corporation. It is a clear gloss glaze with a choice of pink, blue, blue-green, brown or black specks which come out in firing as tiny, individual flecks of color; or when fired slightly higher, the specks in the glaze will flow or "feather." This means that two effects are possible with each color.

Fleckel provides a multitude of decorative possibilities for craft potters. The colors can be combined for spatterdash patterns or both the clear specks and the feathery effects can be used on a single piece by an extra firing. It can be used over a white or colored body or it can be applied over underglaze colors. It can be combined with other glazes as an artistic border, band or medallion and used on figurines as a quick and easy method of providing patterned areas for dresses, hats, and so on. This new glaze is supplied in liquid form, packed in four-ounce jars which cost $.85 each. It is made up in two series; one for clay bodies that mature at cone 010 and one for those that are regularly fired to cone 06. Distribution will be through regular Pemco dealers. For further information write to the Pemco Corporation, Pottery Arts Division, 5601 Eastern Avenue, Baltimore 24, Maryland.

Tru-Swing Batting Instructor

Several recreation departments have been using, with success, the Tru-Swing baseball batting instructor or tee, a device which simplifies the teaching of batting fundamentals and speeds up the game for eight-to-ten-year-olds. In ordinary baseball, with this age group, much of the playing time is wasted in waiting for a young pitcher to get a ball into the strike zone. Tru-Swing eliminates this wasted time and, as a result, youngsters get more fun out of the game. Use of this batting tee also teaches the batters to hit properly, keeping their eyes on the ball and hitting only good pitches by keeping a level swing.

The base of the Tru-Swing is a regulation home plate, made of rubber and weighing 14 pounds, with ten holes in which one of the flexible uprights may be inserted to simulate any given pitch. There are four uprights of different lengths with each tee and these, with the various positions of the holes in the base, permit the ball to be placed as an inside, outside, or right-down-the-alley pitch at four different heights between knee and shoulder. The ball used is a regulation hardball; and it is placed on the top of the selected upright.

In the picture, one of the tees is

shown in use during a game at Warren, Ohio.

Detailed information about the Tru-Swing batting instructor may be obtained by writing to Tru-Swing, Post Office Box 623, Warren, Ohio.

Books Received

ANIMALS UNDER YOUR FEET! Ivah Green. Grosset and Dunlap, New York 10. Pp. 129. $2.75.

APPOINTED EXECUTIVE LOCAL GOVERNMENT, John C. Bollens. The Haynes Foundation, 2324 South Figueroa Street, Los Angeles 7. Pp. 250. Paper, $3.00; cloth, $3.75.

CORPORATION GIVING, F. Emerson Andrews. Russell Sage Foundation, New York 22. Pp. 361. $4.50.

CULTIVATION OF COMMUNITY LEADERS, THE, William W. Biddle. Harper and Brothers, New York 16. Pp. 203. $3.00.

ESSENTIALS IN INTERVIEWING, Anne F. Fenlason. Harper and Brothers, New York 16. Pp. 352. $4.00.

JOY OF DANCING, THE, Charlotte Hess. Dance Books, 811 Carnegie Hall, New York. Pp. 107. $5.00.

METROPOLITAN LOS ANGELES: ONE COMMUNITY, Mel Scott. The Haynes Foundation, Los Angeles 7. Pp. 208. $5.00.

METROPOLITAN LOS ANGELES: ITS GOVERNMENTS, Helen L. Jones and Robert F. Wilcox. The Haynes Foundation, Los Angeles 7. Pp. 232. $5.00.

RECREATION LEADERSHIP, H. Dan Corbin. Prentice Hall, Inc., New York 11. Pp. 465. $6.65.

Pamphlets

ANNUAL REPORT FOR 1951-52. The Fund for the Advancement of Education, 575 Madison Avenue, New York 22. Pp. 45.

FERNS OF HAWAII NATIONAL PARK, Douglass H. Hubbard. Naturalist Division, Hawaii National Park, Hawaii. Pp. 40. $.50.

FIRST BOOK OF CHESS, I. A. Horowitz and Fred Reinfeld. Barnes and Noble, Inc., New York 3. Pp. 126. $1.25.

MAMMALS OF YOSEMITE, Harry C. Parker. Yosemite Natural History Association, Inc., Box 545, Yosemite National Park, California. Pp. 105. $.50 plus $.10 mailing charge.

NO WORK TODAY! Varden Fuller. Public Affairs Committee, Inc., 22 East 38th Street, New York 16. Pp. 28. $.25.

Magazines

BEACH AND POOL, *December 1952*
- How to Finance Your Pool.
- Pool Depths.
- Keep Your Swimming Pool Clean, Spencer Turbine Company.
- Wading Pools.
- Three Prize Winning Pool Projects.

January 1953
- One City's Beach Development Program (Escanaba, Michigan).
- Get 'Em Young and Keep 'Em Swimming, Howard Ploessel.
- Pool Maintenance — Your Safety Program.
- Design Portfolio V. Size of Pool.
- Three Prize Winning Pool Projects.

CAMPING MAGAZINE, *February 1953*
- Coeducational Program in Brother-Sister Camps, Hedley G. Dimock.
- Use a Camper Interest Inventory, Richard E. Stultz.
- Interesting Nature Activities With a Real Purpose, V. E. Vivian.

CREATIVE CAREERS IN THE YWCA

Require Bachelor's degree and experience, such as RECREATION—GROUP-WORK—TEACHING.
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600 Lexington Avenue, New York 22, N. Y.

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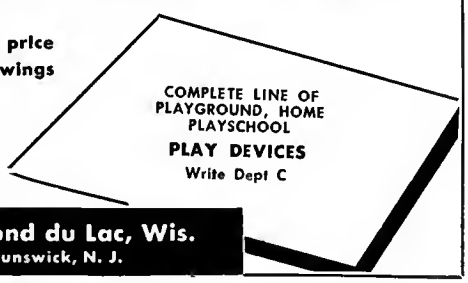

THE J. E. BURKE CO., Fond du Lac, Wis.
Factory Branch, Box 986 New Brunswick, N. J.

History and application of artificial respiration

ADVENTURES in ARTIFICIAL RESPIRATION

by PETER V. KARPOVICH, M.P.E., M.D.

For the first time, here is the *complete* story of artificial respiration, from the crude, often cruel methods of prehistoric man to the most modern scientific and humane techniques.
Revival from drowning, smothering, asphyxiation, electrical shock and other causes of apparent death are covered. The author tells how to apply the Nielsen method of manual artificial respiration in every situation, with special reference to injuries and the victim's location. Original tables make this vital information clear at a glance. Dr. Karpovich provides 22 tables in all, plus 127 illustrations, many of them from contemporary prints.
For all aquatic leaders, camp leaders, and everyone concerned with life and safety, this book should be required reading! *$7.50*

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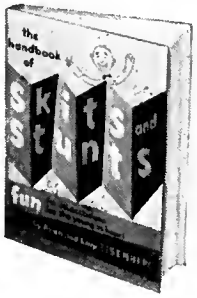

The HANDBOOK of SKITS and STUNTS

by HELEN and LARRY EISENBERG

Recreation leaders in every field—adult and child, indoor and outdoor, school, camp, church, or what have you—will find a wealth of ideas in this big, new stunt book. Over 400 new and favorite skits and stunts are included. Just a glance at the book's lively table of contents indicates its wide range of interest:
1. Introduction (including: How to Do a Stunt Night, and How to Start a Drama Club). 2. How to Make Up Your Own Skits and Stunts. 3. Stunts for One Individual ("The Life of the Party"). 4. Quickies and Longies (little rehearsal needed). 5. Stunts and Dramatic Games. 6. Longer Stunts (requiring script and rehearsal). 7. Stunts Using a Narrator. 8. Physical Feats and Stunts (Can You Do This?) 9. Skits from Foreign Lands. *$2.95*

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new Publications

Covering the Leisure-time Field

Masters Theses in Health, Physical Education and Recreation

Thomas K. Cureton. American Association for Health, Physical Education and Recreation, Washington, D.C. Pp. 292. $3.00.

The purpose of this book is to serve as a convenient index for writers and research workers in education, recreation and related fields. It lists and classifies 3,878 masters theses and is complete through the year 1946. The list includes some theses completed in other academic departments on a topic in physical education, health or recreation which was sponsored or advised by a member of the physical education staff.

The topics are classified in the same manner as was the index of doctorate theses prepared by Dr. Cureton and published in the *Research Quarterly* for March, 1949. Theses are classified according to topics, the principal emphasis in research method, and the institution in which they were submitted.

The summary of the fields covered indicated 2,265 theses under the general heading, "Health, Physical Education and Recreation," as compared with only four in the field of recreation. The individual theses are classified by number under a variety of topics such as "Recreational Time," "Playground Facilities," "Recreational Facilities," "Organization of Playground Programs," "Interest Preferences," and so on. Although a majority of the topics listed are not directly related to recreation, the volume indicates the nature and extent of the masters theses that have been prepared in recreation and related fields.

Art School—Self-Taught

Matlack Price and A. Thornton Bishop. Greenberg: Publisher, New York 22. Pp. 439. $10.00.

An unusual book, written for the many people, young and old, who either wish to train themselves for an art career or to make some field of art their hobby. Major art courses, as taught in leading schools, are covered amazingly well. *Fine Arts* subjects include History of Art, Art Appreciation, Drawing, Color, Painting, Methods and Materials, Illustration, Techniques; while the *Design Arts* section of the book covers Design in General, Advertising, Art, Lettering, Typography, Photography, Packaging, Industrial Design, Decorative Painting, Interior Design, Fashion, Planning Your Art Career. No other book like this has been published for art students. It could also be very valuable to teachers, and to leaders of art and crafts groups. Matlack Price has spent eighteen years teaching at Pratt Institute and the Rhode Island School of Design; while A. Thornton Bishop has been both a practicing art director of an advertising agency and a teacher at the Grand Central School of Art for a number of years. Both authors have published other art books.

Community Uses of Public School Facilities

Harold H. Punke. King's Crown Press, Columbia University, New York. Pp. 243. $3.75.

Recent decades have seen a marked extension in the use of public school facilities by community groups. Mr. Punke has rendered a valuable service by his analysis of judicial opinions regarding community uses of school facilities. His book represents a study of 238 cases on the subject which have come before the nation's higher state and federal courts.

Cases have been grouped for analysis under several headings, such as "Uses for Which School Authorities May Acquire Facilities," "Religious and Parochial Uses," "Cultural and Entertainment Uses," and others.

In summarizing the uses for which school authorities may acquire facilities, Mr. Punke states, "Land for playgrounds and athletic fields may be acquired by school boards, under their general authority to maintain schools, although there may be dispute regarding the amount of land which may be acquired for the purpose." Many cases cited relate to such questions as the location of a playground, the purchase of bleachers for a high school athletic field, or the provision of a stadium.

The use of school facilities for commercial profit-making purposes constitutes a type of community use on which courts are divided. Wide variation is also noted in the decisions relating to the cultural and entertainment uses of school facilities. "This range and deviation are particularly significant in revealing judicial attitudes on general community uses of school facilities."

Of special interest to recreation workers is the chapter entitled "Tort Liability of School Districts in Connection with Community Uses of School Facilities." The materials in this chapter show that, for the United States as a whole, there has been a gradual shift from governmental immunity in tort. Non-school cases seem to reflect this shift more clearly than school cases. To some extent this shift has taken place through judicial reasoning. In the opinion of the author, "In several respects a change in legal framework to provide generally for tort liability of school districts for injuries resulting from employee negligence might be important in extending community uses of school facilities. An important type of community use of such facilities relates to playground and recreational activity." Suggestions are offered as to safeguards which might minimize injuries to persons using school property. One of the conclusions reached is that ordinarily where school districts are liable in tort for injuries sustained by pupils they are also liable to adults injured when legitimately on the premises for some authorized community use.

The concluding chapter presents opinions with reference to the social implications growing out of the community use of school facilities. The importance of their use by the community is felt to be especially great in

rural areas.

The wide-spread authorization for the use of school property for a recreation program under the auspices of a public recreation department and the general approval of such use by the public are implied by the fact that no case was cited in the volume relating to such use of schools for a community recreation program.—*George D. Butler*, Research Department, National Recreation Association.

Kites

H. Waller Fowler, Jr. A. S. Barnes and Company, New York 16. Pp. 95. $1.75.

Subtitled a "practical guide to kite making and flying," this latest addition to the Barnes Sports Library is the kind of easy-to-understand resource material all recreation departments should have. Professional and volunteer leaders working with older elementary-school-age children will find a wealth of information in this volume to help them conduct kite activities.

Mr. Waller is obviously a man who enjoys his kite flying. He wants others to have fun also. Most of the book is concerned with how-to-do-it explanations, but the introductory pages give enough of the history of kite flying to add some real zest to making and flying even a basic three-sticker. With a little imagination a ten-year old might consider himself Ben Franklin bringing electricity out of the sky. Or he might be hoisting a fellow soldier a hundred feet off the ground to see what was going on behind enemy lines —a use to which Mr. Waller tells us kites were once put.

For the small-fry interested in airplanes, kite making and kite flying can make him conversant with the lingo of pilots. Mr. Waller starts his brief chapter on theories of kite flying with the statement that "both airplane and kite stay aloft because of the movement of air against or across or around a nearly plane surface. The kite is really an anchored airplane. . . ."

Even the recreation leader who is all thumbs will find the chapters on kite construction simple to follow. And if the interest in kites progresses as it should, by the end of April—the close of the kite season—the kite maker may be going in for the box kites, tetrahedral, combination and novelty kites described by Mr. Waller.

A valuable final chapter in the book has special interest for recreation leaders. Common classifications are given for kite contests; and simple directions for organizing and administering kite contests are spelled out. Since kite flying requires the kind of open space that is found only in public parks and recreation areas in most cities, kite flying really should come under the special interest and promotion of the municipal recreation and park agency.

There are a number of other things which could be said about this book, but time doesn't permit—we're on our way to buy some kite making materials.—*David J. DuBois*, Research Department, National Recreation Association.

Photography Afield

Ormal I. Sprungman. The Stackpole Company, Harrisburg, Pennsylvania. Pp. 449. $7.50.

In the preface to this beautiful book Mr. Sprungman, camera editor of *Sports Afield* since 1934, says: "Photography is a great and wonderful hobby. As a companion to hunting and fishing and outdoor life. . . . it can capture momentarily, and without bloodshed, the little creatures that race over the land, live in trees, swim the lakes and trace their patterns across the sky." His chapters, in which he proves this assertion, convey the zest and thrill of such an activity. In addition, they present detailed information on the hows and whys of the planning and the taking of a good photograph; and they range from a discussion of the sportsman's camera to movie taking and presentation. They also include such intriguing topics as "Unexpected Camera Thrills," "Composing the Scene," "Camera Gunning," "Bird Photography," "Filming Big Game," "Filming at Night," "Camera Pot Shots," "Color Work," "Darkrooms Afield," "Travelogs," "Close-up Story Telling," "Movie Tricks," and many others. In fact the author seems to have covered every aspect of the subject; and he has liberally illustrated the publication with his own stunning photographs, some of which are in color. We suggest that all camera fans, or would-be fans, make their way to the nearest bookshop and look this over for themselves.

Mr. Sprungman's stills have appeared in many magazines of national circulation, including *Life;* and he served in the navy as photographic officer. His photograph of a groundhog was used as the cover picture for the last issue of RECREATION—February 1953.

One-Pot Cookery

Eidola Jean Bourgaize. Association Press, New York. Pp. 126. $2.50.

It will not be long before campfires are once more aglow, and the aroma of good things to eat will lure campers down the trail of outdoor cookery—from the mountains of Maine to the coast of California. This book on the subject, therefore, is an appetizing foretaste of things to come. It goes into detail, first of all, about the building of good cooking fires and how to divide the cook-out jobs, and thereafter presents a collection of delicious and well-tried recipes gathered from all corners of the country. These are not of fancy dishes, but of the simply prepared, inexpensive, tasty fare which goes so well with a campfire especially when well-spiced with hunger and with laughter. *Just published!*

Summer Magic

Kenneth B. and Susan H. Webb. Association Press, New York. Pp.

Anyone interested in camping, from whatever viewpoint, will find this excellent pre-season reading as well as useful for reference later. It deals with the values obtained from and offered by the well-planned camp program—and with the building up of those precious and enduring memories of the campfire or of other enchanted moments.

Parents like to weigh the benefits of a summer camp very carefully, before sending their offspring out of reach of their own supervision. This book will not only help them to do this, but will give them ideas as to how to discriminate among good camps when looking for particular values.

It can be especially helpful to counselors, too, in reaching an understanding of their own responsibilities and in using resourcefulness in the planning of their programs.

The experiences of two camp directors are given in running narrative form—as are the points of view of two parents. The book makes for interesting as well as informative reading. Don't hesitate to add it to your camping library.

Profile of a Folk Dancer

Interesting reading for folk dance enthusiasts is Angelica Gibbs' "Lilt," an entertaining and informational biographical sketch of May Gadd, the national director of the Country Dance Society of America and an outstanding folk dance authority, in "Profiles" in the February 7, 1953 issue of *The New Yorker*.

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Recreation Leadership Courses

Sponsored by the National Recreation Association
and
Local Recreation Agencies

March, April and May 1953

HELEN M. DAUNCEY Social Recreation	San Leandro, California March 9-12	Ross Cunningham, Director of Recreation
	Chico, California March 16-19	L. L. Seifert, Executive Director, Chico Area Recreation District
	Nacogdoches, Texas March 27-28	Earle Meadows, Consultant on Recreation, State Youth Development Council, 808 Tribune Building, Austin
	Kingsville, Texas March 30-April 2	Eldon D. Brinley, President, Kingsville Community Council, Box 2213, Station 1, A and I College
	Edinburg, Texas April 13-16	Earle Meadows, Consultant on Recreation, State Youth Development Council, 808 Tribune Building, Austin
	San Marcos, Texas April 20-23	Earle Meadows, Consultant on Recreation, State Youth Development Council, 808 Tribune Building, Austin
	Edgewood, Texas April 27-30	Earle Meadows, Consultant on Recreation, State Youth Development Council, 808 Tribune Building, Austin
	Borger, Texas May 11-14	Earle Meadows, Consultant on Recreation, State Youth Development Council, 808 Tribune Building, Austin
ANNE LIVINGSTON Social Recreation	Salisbury, North Carolina March 2-5	Miss Dorothy Morefield, Program Director, Recreation Commission, P.O. 453
	Greensboro, North Carolina March 16-19	Miss Mabel Smith, Greensboro Recreation Department
	Manchester, Georgia March 23-26	A. C. Kerby, Jr., Industrial Relations Department, Callaway Mills Company, La Grange, Georgia
	LaGrange, Georgia March 30-April 2	A. C. Kerby, Jr., Industrial Relations Department, Callaway Mills Company
	Danville, Virginia April 13-16	V. C. Smoral, Recreation Department
	Raleigh, North Carolina (tentative) April 20-23	James Chambers, Director of Recreation, City Hall
MILDRED SCANLON Social Recreation	Oak Park, Illinois March 11-14	Miss Lilly Ruth Hanson, Acting Director, Playground and Recreation Board
	Lanett, Alabama March 23-26	Fred Caswell, Director, Lanett Recreation Department
	Natural Bridge, Virginia March 30-31	L. E. Kibler, Assistant Supervisor, Health and Physical Education, Safety and Recreation, State Board of Education, Richmond 16
FRANK A. STAPLES Arts and Crafts	Grand Haven, Michigan March 2-5	Ray C. Schaubel, Director of Recreation, Grand Haven Public Schools
	Stamford, Connecticut March 9-12	Edward J. Hunt, Superintendent of Recreation, Haig Avenue
	Kingsport, Tennessee April 13-23	W. C. McHorris, Director of Recreation
	Marshalltown, Iowa May 11-21	A. Edmund Olsen, Recreation Director, Playground and Recreation Commission
	Missouri Recreation Workshop May 23-29	Robert L. Black, Community Recreation Assistant, Department of Business and Administration, Jefferson City, Missouri

District Conferences

Members of the National Recreation Association leadership training staff will be attending the following district conferences where they will have some part in the conference programs and where they will be available for consultation on leadership training problems.

Miss Dauncey: Southwest District Conference, April 9-11, Hotel Driskill, Austin, Texas; *Mrs. Livingston:* Southeast District Conference, March 11-13, Hotel Dempsey, Macon, Georgia; *Miss Scanlon:* Middle Atlantic District Conference, March 18-21, The Inn, Buck Hill Falls, Pennsylvania; Midwest District Conference, April 9-11, Paxton Hotel, Omaha, Nebraska; New England District Conference, May 12-15, Hotel Viking, Newport, Rhode Island; *Miss Walker:* Great Lakes District Conference, April 8-10, Van Orman Hotel, Fort Wayne, Indiana.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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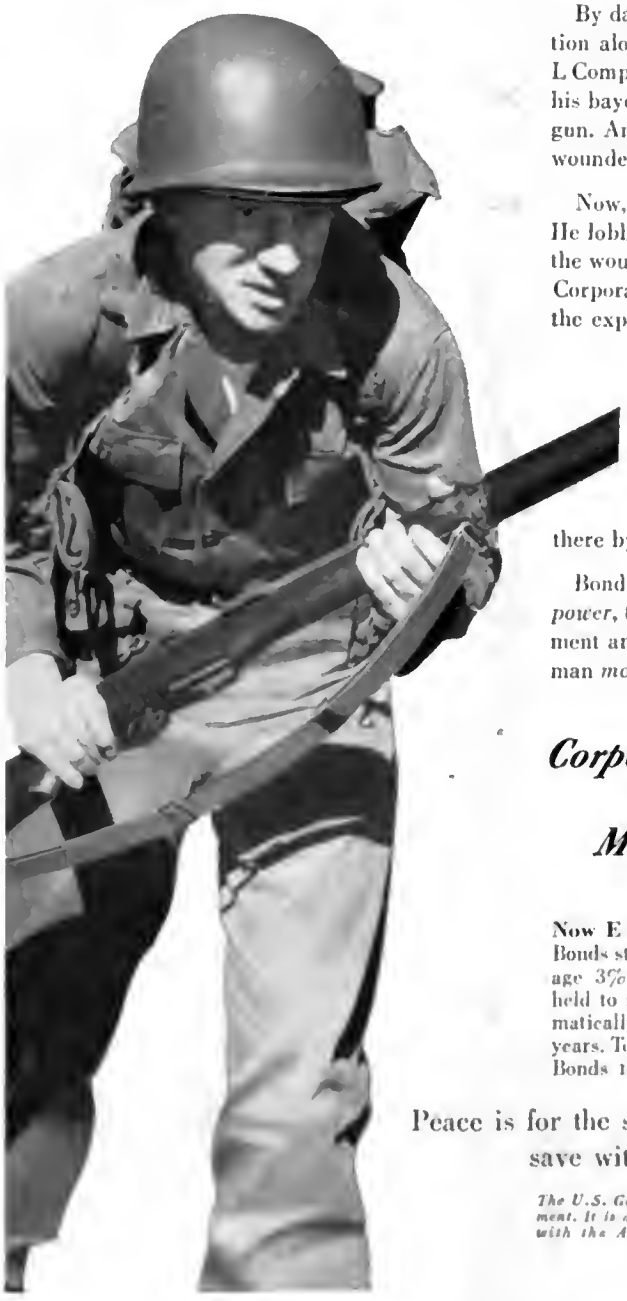

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